Michigan School Readiness Program Implementation Manual

Michigan Department of Education
Office of Early Childhood Education and Family

MICHIGAN Department of Education

MICHIGAN SCHOOL READINESS PROGRAM IMPLEMENTATION MANUAL

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Section 1

Overview of the Michigan School Readiness Program

This implementation manual is designed to serve as a guide for Michigan School Readiness Program administrators and staff. State Board of Education criteria for Michigan School Readiness Program (MSRP) require adherence to this Implementation Manual. Programs must also adhere to all standards in the *Early Childhood Standards of Quality for Prekindergarten (ECSQ-PK)*. The manual may be located at either www.michigan.gov/msrp or www.michigan.gov/msrpcompetitive.

Note: The MSRP Implementation Manual can be downloaded and saved to a computer desktop for easy use. A unique feature of the PDF version of the Implementation Manual allows the reader to "click" on any item in the Table of Contents to quickly "jump" to that section.

I. Purpose

The **Michigan School Readiness Program** is a state funded preschool program for four-year-old children with at least two factors which may place them at risk of failure in their early years. Parents incur no costs for the program. Research on preschool programs and specific research on MSRP indicates that children who are provided with a high-quality preschool experience show significant positive developmental differences when compared to children from the same backgrounds who did not attend a preschool program.

II. History

The Department of Education Appropriation Act, in fiscal year 1986, designated one million dollars to identify appropriate program models for the operation of preschool pilot projects. Fifty-three projects were funded and served 8,208 four-year-old children at risk of school failure. In fiscal year 1987, Section 36 of the State School Aid Act and the Department of Education Appropriation Act provided funds for early childhood programs for four-year-old children "at risk" of becoming educationally disadvantaged. Programs began operating after September 1, 1988. Current funding for the Michigan School Readiness Program includes agency (competitive) and School District/PSA funding streams.

MSRP History of Funding ***for half-day, alternate-day or home-based programming unless otherwise indicated***			
Fiscal Year	**Funding**	**Children**	**Clarification**
1985-1986	1,000,000	694	Excluding Teacher Training Models
1986-1987	1,000,000	914	Excluding Teacher Training Models
1987-1988	2,000,000 State Aid 297,000 Competitive	7,718 State Aid 1,648 Grants	Figures cannot be separated by fiscal year since funding for these two years was combined
1988-1989	12,000,000 State Aid 3,000,000 Competitive		
1989-1990	17,200,000 State Aid 4,300,000 Competitive	9,550	
1990-1991	24,800,000 State Aid 6,082,700 Competitive	12,353	Funding based on $2,500/child
1991-1992	27,564,700 State Aid 5,353,000 Competitive	13,094	Funding based on $2,500/child
1992-1993	27,564,700 State Aid 5,353,000 Competitive	11,023 2,141	Funding based on $2,500/child
1993-1994	27,564,700 State Aid 5,353,000 Competitive	11,023 2,141	Funding based on $2,500/child
1994-1995	42,564,700 State Aid 10,528,000 Competitive	12,726 3,444	Funding based on $3,000/child
1995-1996	52,730,500 State Aid 10,528,000 Competitive	17,576 3,509	Funding based on $3,000/child
1996-1997	52,730,500 State Aid 10,503,000 Competitive	17,576 3,501	Funding based on $3,000/child
1997-1998	55,000,000 State Aid 12,083,000 Competitive	17,741 3,897	Funding based on $3,100/child
1998-1999	55,000,000 State Aid 12,083,000 Competitive	17,741 3,897	Funding based on $3,100/child
1999-2000	55,000,000 State Aid 12,083,000 Competitive 5,000,000 Full Day	17,741 3,897	Funding based on $3,100/child
2000-2001	72,600,000 State Aid 12,900,000 Competitive 20,000,000 Full Day	22,000 3,909	Funding based on $3,300/child
2001-2002	72,600,000 State Aid 12,250,000 Competitive	22,000 3,712	Funding based on $3,300/child
2002-2003	72,600,000 State Aid 12,250,000 Competitive	22,000 3,712	Funding based on $3,300/child
2003-2004	72,600,000 State Aid 12,250,000 Competitive	22,000 3,712	Funding based on $3,300/child State Aid – PIE option included
2004-2005	72,600,000 State Aid 12,250,000 Competitive	22,000 3,712	Funding based on $3,300/child State Aid – PIE option included
2005-2006	72,600,000 State Aid 12,250,000 Competitive	22,000 3,712	Funding based on $3,300/child State Aid – PIE and Full-Day option included
2006-2007	78,600,000 State Aid 12,250,000 Competitive	23,818 3,712	Funding based on $3,300/child State Aid – PIE and Full-Day option included Competitive – Full-Day option included

III. Models

Programs are funded in three-year cycles and may implement one of three models: Center-Based (Full- or Half-Day, All-Day/Alternate-Day, Migrant), Home-Based, or the Parent Involvement and Education (PIE) option. State aid funds are available for local School Districts and public school academies based on a formula allocation. Districts/Public School Academies may provide the Michigan School Readiness Program individually or collaboratively in consortium arrangements. Programs may also be subcontracted to eligible child development agencies. Public and private non-profit agencies are eligible to apply for Competitive funds to provide the MSRP or may subcontract to Districts/public school academies and other non-profit agencies. Formula and Competitive grant readiness programs may supplement local federally-funded compensatory education or Head Start programs, but may not supplant such programs. Funding for formula and Competitive grant school readiness programs, when combined with other sources of state revenue for this program, shall not exceed the current allotment per child or the cost of the program.

IV. Who Can Apply

The Michigan School Readiness Program is described in Sections 32d, 32l, and 37-40 of the State School Aid Act.

A. School District/PSA:

Eligible applicants for Michigan School Readiness Program grants are local School Districts and public school academies which have been identified as having concentrations of prekindergarten children in need of special readiness assistance who are not being served by other early childhood development programs operating in the community.

B. Agency (Competitive):

An eligible applicant for a Michigan School Readiness Program grant is any public or private non-profit agency other than a local or intermediate school district except a local or intermediate school district acting as a fiscal agent for a Head Start program. The agency is identified as having concentrations of prekindergarten children in need of special readiness assistance who are not being served by other early childhood development programs operating in the community. Once awarded an initial grant, an agency may continue to serve the requested number of children for the three year grant cycle. In years two and three of the cycle, agencies wishing to increase the number of children they serve may compete for additional "slots" up to a maximum of 144.

V. How to Apply

Applications for School Districts and Public School Academies are available and completed through the Michigan Electronic Grants System (MEGS) at http://megs.mde.state.mi.us/megs/login.asp.

MSRP Competitive grantee information is available on-line at http://www.michigan.gov/msrpCompetitive.

Questions regarding applications should be directed to The Office of Early Childhood Education and Family Services at the Michigan Department of Education, (517) 373-8483.

A. School District/PSA:

The District/Public School Academy must submit a pre-application, Comprehensive Community Needs and Resources Assessment (CNRA), in a manner and on forms prescribed by the Michigan Department of Education. The CNRA is completed in MEGS and is usually due in mid-winter. The Department calculates the funding level and notifies the district/academy after the signing of the State School Aid Act, of the level of funding and final application date. Priority in the allocation of funds to new Districts/Public School Academies will be given to programs providing supplementary child care.

Formula: Grade 1 to 5 free lunch, divided by the sum of the enrollment of grades 1 to 5, times the average kindergarten count for the last two years, times .5.

Sample Data for 2000-2001 Formula:

Grade 1 to 5 free lunch = **86**

Enrollment: Grade 1 = 35.00
Grade 2 = 41.34
Grade 3 = 41.81
Grade 4 = 41.29
Grade 5 = 30.81
Sum = 190.25

Kindergarten: 97/98 = 32
98/99 = 25
Sum = 57
Average = **28.5**

Sample Formula is:

86/190.25 = .4520 .4520 x **28.5** = 12.882 12.882 x **.5** = 6.441

Total first round allocation for this sample is 6. We start with the total funding and allot all first round allocations. If we haven't spent all funding after all first round slots have been given out, we allocate in descending order by free lunch percentage to programs in their first year of the funding cycle that have supplemental child care (as per the CNRA) and to all programs in their second or third year of funding. Programs in their first year of funding that do not have supplemental child care (as per the CNRA) would NOT receive a second round allocation regardless of their free lunch percentage. In this sample the formula's percentage is 45.20. The second/third round allocation is the difference between the formula number and the number of slots the district requested on the CNRA.

For example, if after the first and second round all funds have been spent and we reached 15.05 percent, grant applications are then submitted with some districts returning slots that they were unable to fill. The same process is then used (for third round allocations) continuing in descending order (from the 15.05 percent) until all funding has been allocated. Please note that in this particular example the District would get a second round allocation (unless they are in their first year of funding and do not offer supplemental child care) because their percentage of 45.20 is much higher than where the funding left off at 15.05 percent.

B. Agency:

Competitive applications are available annually in the spring.
There are two applications:

1. Continuation, for those programs in year two of the funding cycle.
2. Expansion/initial
    a. Programs presently receiving funding who need to increase the number of children funded.
    b. Programs which have never received funding or are presently in the three year of the funding cycle.

Priority in funding will be given to Competitive grants that include supplementary child care.

THE MICHIGAN SCHOOL READINESS PROGRAM AT A GLANCE
Post in Classroom

Topics	Public School and Academy Grantees (State School Aid)	Agency Grantees (Competitive)
Who Can Apply	Local Public School Districts Public School Academies (PSA)	Non-Profit Agency, Intermediate School District or a School District only if also a grantee for Head Start
Collaboration	Collaborate with MSRP Agency grantees and Head Start to complete the Community Needs and Resources Assessment. Jointly recruit eligible children, and share waiting lists. Children who are income eligible for Head Start must first be referred to Head Start. The referral process must be complete before enrolling into the MSRP.	Collaborate with all local School Districts/Head Start to complete the Community Needs Assessment. Jointly recruit eligible children, and share waiting lists. Children who are income eligible for Head Start must first be referred to Head Start. The referral process must be complete before enrolling into the MSRP.
Eligibility	Children must be four by December 1 in the year enrolled. Over-age children cannot be enrolled. More than 50 percent of children enrolled must be low income. Each child must have two risk factors. Income is documented for each family. Children must reside in the District at enrollment.	Children must be four by December 1 in the year enrolled. Over-age children cannot be enrolled. More than 50 percent of children enrolled must be low income. Each child must have two risk factors. Income is documented for each family. Children live in a catchment area defined in application.
Combining eligible and non-eligible children	• A child cannot be enrolled in Head Start and MSRP within the same program year. • Blended funding can occur provided financial records are maintained showing that the equivalent of per-child allotment is met for non-MSRP children. • All MSRP requirements apply to a classroom whenever one or more MSRP children are enrolled. • More eligible children may be served than the allocation allows. Class cap and ratios must be maintained. No additional funds will be forwarded.	• A child cannot be enrolled in Head Start and MSRP within the same program year. • Blended funding can occur provided financial records are maintained showing that the equivalent of per-child allotment is met for non-MSRP children. • All MSRP requirements apply to a classroom whenever one or more MSRP children are enrolled. • More eligible children may be served than the allocation allows. Class cap and ratios must be maintained. No additional funds will be forwarded.
Licensed/Approved by Department of Human Services	• Approval required. All rules must be adhered to, without exception.	• Licensing required. All rules must be adhered to, without exception.

Class Size	Class size is not to exceed 18 children.	Class size is not to exceed 18 children.
Adult/Child Ratio	**Center-Based** • 8:1 adult/child ratio. • Add qualified associate teacher with the ninth child. • Add third adult with the 17th and 18th child. • MSRP teachers assigned to teach double sessions are not responsible for more than 36 children.	**Center-Based** • 8:1 adult/child ratio. • Add qualified associate teacher with the ninth child. • Add third adult with the 17th and 18th child. • MSRP teachers assigned to teach double sessions are not responsible for more than 36 children.
Key Personnel	**Early Childhood Specialist** **Center-Based** • Master's Degree in Early Childhood Education or Child Development. **Home-Based** • Master's Degree in Early Childhood Education, Child Development, Family Life Education, or Adult Education. • Interdisciplinary training in working with young children and adults. **Center-Based** **Lead Teacher** • Valid Michigan Teaching Certificate with an Early Childhood Specialist endorsement (ZA). • If sub-contracted, a lead teacher must have a valid Michigan Teaching Certificate with a ZA, OR a valid Michigan Teaching Certificate with a Child Development Associate (CDA), OR a Bachelor's Degree in Child Development with a focus on teaching preschool.	**Early Childhood Specialist** **Center-Based** • Master's Degree in Early Childhood Education or Child Development. **Home-Based** • Master's Degree in Early Childhood Education, Child Development, Family Life Education, or Adult Education. • Interdisciplinary training in working with young children and adults. **Center-Based** **Lead Teacher** • Valid Michigan Teaching Certificate with an Early Childhood Specialist endorsement (ZA), OR a valid Michigan Teaching Certificate with a Child Development Associate (CDA), OR a Bachelor's Degree in Child Development with a focus on teaching preschool.

	Associate Teacher • CDA, OR Associate's Degree in early childhood/preschool education or child development, OR 120 clock hours of documented formal early childhood education offered by approved training organizations and approved by MDE. **Third Staff Person** • Meets licensing rules as "caregiver." **Home-Based Visitor** • Associate's or Bachelor's degree in child or human development, early childhood education, family life education, parenting or social work, OR a CDA. **Professional Development, All Staff** • Professional development opportunities each year. • Individualized. • Reflects goals and objectives of the program. • Maintains up-to-date certifications/credentialing.	**Associate Teacher** • CDA, OR Associate's Degree in early childhood/preschool education or child development, OR 120 clock hours of documented formal early childhood education offered by approved training organizations and approved by MDE. **Third Staff Person** • Meets licensing rules as "caregiver." **Home-Based Visitor** • Associate's or Bachelor's degree in child or human development, early childhood education, family life education, parenting or social work, OR a CDA. **Professional Development, All Staff** • Professional development opportunities each year. • Individualized. • Reflects goals and objectives of the program. • Maintains up-to-date certifications/credentialing.
Program Options	Parents must not incur costs for any part of the program. **Center-Based** Half-Day **Minimum of 2.5 hours per day for a minimum of four days per week. New programs must operate at least 20 weeks; continuing programs at least 30 weeks.** Minimum of 200 teacher-child contact hours spread over the full year for a first year operation and 300 contact hours for continuing programs.	Parents must not incur costs for any part of the program. **Center-Based** Half-Day **Minimum of 2.5 hours per day for a minimum of four days per week. New programs must operate at least 20 weeks; continuing programs at least 30 weeks.** Minimum of 200 teacher-child contact hours spread over the full year for a first year operation and 300 contact hours for continuing programs.

	Alternative Schedule An All-Day/Alternate-Day (full-day, two days per week) preschool program may be offered. Per-slot allocation the same as for Half-Day MSRP. Must assure that the quality of the preschool experience for All-Day/Alternate-Day program is equal to a Half-Day program. **Full-Day** Operates for at least the same length of day as the local District's first grade program for a minimum of four days per week, 30 weeks per year with one day per week set aside for parent involvement, staff planning and/or professional development. If the program operates five days per week, staff must have time for planning, professional development and parent involvement. A classroom that offers a Full-Day program must enroll all children in the class for the full day. All-Day/Alternate-Day MSRP is not considered Full-Day. Each Full-Day slot is counted as two Half-Day slots for the purposes of determining the number of children to be served.	**Alternative Schedule** An All-Day/Alternate-Day (full-day, two days per week) preschool program may be offered. Per-slot allocation the same as for Half-Day MSRP. Must assure that the quality of the preschool experience for All-Day/Alternate-Day program is equal to a Half-Day program. **Full-Day** Operates for at least the same length of day as the local District's first grade program for a minimum of four days per week, 30 weeks per year with one day per week set aside for parent involvement, staff planning and/or professional development. If the program operates five days per week, staff must have time for planning, professional development and parent involvement. A classroom that offers a Full-Day program must enroll all children in the class for the full day. All-Day/Alternate-Day MSRP is not considered Full-Day. Each Full-Day slot is counted as two Half-Day slots for the purposes of determining the number of children to be served.
	Migrant Education Programs Flexible arrangements for preschool programming. A program must operate for a minimum of six weeks. The minimum number of teacher contact hours is 60. This is based on a half day, 2.5 hours per day, four day per week, six week program. Programs operating for a period less than the usual 20 weeks will be prorated to reflect the number of children served for the length of the program.	**Migrant Education Programs** Flexible arrangements for preschool programming. A program must operate for a minimum of six weeks. The minimum number of teacher contact hours is 60. This is based on a half day, 2.5 hours per day, four day per week, six week program. Programs operating for a period less than the usual 20 weeks will be prorated to reflect the number of children served for the length of the program.
	Home-Based Visits are a minimum of 60 minutes excluding transportation time. 20 home visits first program year and 30 visits for continuing programs. Ten cluster activities for the first program year and 15 cluster activities each continuing year. Maximum 16 families/home visitor. Per slot allocation the same as for Half-Day MSRP.	**Home-Based** Visits are a minimum of 60 minutes excluding transportation time. 20 home visits first program year and 30 visits for continuing programs. Ten cluster activities for the first program year and 15 cluster activities each continuing year. Maximum 16 families/home visitor. Per slot allocation the same as for Half-Day MSRP .

Parent Involvement	Center-Based Parents are active decision-makers for their child's development as well as program goals. **Minimum of two home visits and two parent-teacher conferences.** Parents and staff frequently interact; formally and informally. Advisory Committees require one parent for every 18 children with a minimum of two parents or guardians.	Center-Based Parents are active decision-makers for their child's development as well as program goals. **Minimum of two home visits and two parent-teacher conferences.** Parents and staff frequently interact; formally and informally. Advisory Committees require one parent for every 18 children with a minimum of two parents or guardians
Reporting	• Preapplication: CNRA-winter • Participating Resolution-Fall • Final Application-Fall • Narrative Summary-Summer • Final Expenditure Report/Carryover-Fall • Single Record Student Data Base (SRSD)-February and end of year • Staff Report, Program Quality Assessment Report, Risk Factor and Child Information Report (aka *Mid-Year Report*)-Winter	• Applications-Spring • MEGS Application-Spring/Fall • Narrative Summary-Summer • DS-4044 Final Expenditure Report with Detail-end of Fall • Single Record Student Data Base (SRSD)-ask ISD if they will be willing to input data-February and end of year • Staff Report, Program Quality Assessment Report, Risk Factor and Child Information Report (aka *Mid-Year Report*)-Winter

Section 2

Recruitment and Enrollment of Children/Individual Children's Records

I. Recruitment and Enrollment of Children

A. Residency

All children who attend the state-funded Michigan School Readiness Program must live in Michigan and must be eligible to attend Michigan public schools. This includes migrant children during the time they are living in Michigan. Children who live in bordering states, even if their parents/guardians work in Michigan, are not eligible for a Michigan program. A **School District/PSA** preschool program must enroll children who reside within the geographic boundaries of the School District. At this time, Schools of Choice legislation applies only to grades K-12. Children who attend Public School Academy (charter school) MSRP preschool sites follow the same guidelines as older children who attend that academy. An **Agency** (Competitive) MSRP preschool program must enroll children from the "catchment" area of need identified by the Agency in the grant application. A catchment area might include a single zip code in a large city, an entire county, or be defined by the families associated with an institution; e.g., all enrolled students of a university or training program. If a child's family moves after the child enrolls, the program may continue to serve the child for the remainder of the program year with the family providing the transportation.

B. Recruitment and InterAgency Collaboration

The recruitment process should begin in the spring of the year preceding the start of the program. This process should include the local Head Start Agency as well as all area MSRP programs. An effective process offers each program the opportunity to describe its own services to parents. The availability of District, PSA, and Competitive programs in an area offers parents choices about programs to enroll their children for the MSRP.

Though the Michigan School Readiness Program (District and Agency) and Head Start are designed to serve two different populations of children/families, both programs share a common goal: to insure that as many at-risk children as possible are able to benefit from high-quality pre-school programs. Therefore, each county advisory committee should establish a local protocol for assisting parents in selecting the program suited to their needs. The protocol should include mutual referrals between available programs. Local protocol should be reviewed annually to assure that the goal of serving the greatest number of children is met.

Guidelines For What the Local Protocol Might Contain:

1. A plan of prioritization for enrollment into MSRP based on the MSRP risk factors.

2. At the first contact with families, collect required information. This includes:
   - age of children as verified by birth certificate
   - district/county of residence
   - documented annual income
   - potential risk factors
   - health information
   - parent permission to share information between programs in order to facilitate placement

   (See sample forms: Preschool Interest Questionnaire, Income Eligibility Documentation)

3. Assess income information with all families. Determine which families meet the income criteria for Head Start. Forward the names of those families to Head Start according to the local protocol.

4. Local protocol includes which program is responsible to contact families and describe available services. Families are guided to make the program choice best suited to their needs. If Head Start income-eligible families choose the MSRP, the waiver is completed at that time. (See sample form: Waiver)

5. MSRP enrollment is deferred while the Head Start referral is in process.

   Recruitment information could be given to home visit specialists through the local intermediate school districts and community mental health agencies. Recruitment efforts might also include:
   - Posters displayed at local health departments, doctors' offices, libraries, post offices, hospitals, and local businesses such as laundromats, and grocery stores;
   - Flyers sent home with children enrolled in elementary school;
   - Informational articles in the local newspaper;
   - Door to door census;
   - Posters at local area fairs and festivals; and
   - Displays at kindergarten orientation.

C. Enrollment of Children

While the recruitment process begins in the spring of the year preceding the start of the program, prospective grantees are cautioned to delay enrollment until the state aid bill has been signed and allocations have been announced. Parents may be told they are on a waiting list and will be formally enrolled once the funding of the program has been finalized. The following records and documents are required to enroll each eligible child (See Section 3 for determining eligibility):

1. Age documentation
   a. Children are eligible for the Michigan School Readiness Program the year before they are eligible for kindergarten. Children are entitled to enroll in kindergarten when they are five on or before December 1; children enrolled in the Michigan School Readiness Program must be at least four, but not five, by December 1 of the year in which they enroll in MSRP.
   b. A copy of a legal birth certificate, passport, hospital record, baptismal record, or other governmental form, such as a Medicaid card, may document a child's age eligibility. The age record must be kept in the child's file for audit purposes. Because a birth certificate is required for kindergarten entry, MSRP preschool programs may accept the other verification, but help families to acquire proper documentation so that future eligibility for educational programs is easy to establish.
2. Health and immunization record
   a. In a Center-Based program, each child must have a record of immunizations, as required by the Office of Child and Adult Licensing, at the time of enrollment. Children whose immunizations are not up to date must be in the process and completed within 30 days of enrollment.
   b. Each child must also have a health form on file within 30 days of enrollment. The health form must be signed by a health care professional indicating that the child has been examined and may participate in a preschool program.
   c. Because Home-Based programs do not need to follow the Child Day Care Licensing rules and children do not attend without their parents, they can participate before the health and immunization records are complete.
3. Documentation of a minimum of two risk factors (refer to Section 3, Documentation of Eligibility for specific guidelines)
4. Income verification (if being used as one of two eligibility factors), (Please refer to Section 3, Documentation of Eligibility, Risk Factor #18)
5. Parent/guardian's name, home address, and phone number

D. Combining Eligible and Non-Eligible Children in Preschool Classrooms

Many areas in Michigan do not have sufficient numbers of children eligible to offer individual program classrooms, but do have enough children in total to offer high-quality preschool programs. Some programs have combined Head Start, Title I and other funding streams to provide viable classrooms. Other programs have accepted tuition-paying children through their Community Education programs to serve children who are not at risk. The following issues must be addressed in administering combined programs:

1. The funding for each enrolled child should be clear: a child may not be dually enrolled in Head Start and the MSRP within the same program year. Title I funds can be used to supplement MSRP funds, but a child cannot be enrolled in two such programs within the same program year.
2. Additional at-risk children who meet the MSRP guidelines for eligibility may be enrolled beyond the funded number if the program can accommodate them, but additional funding is not available through the Department of Education grants.
3. Additional children, whether at risk or not eligible, can be enrolled in the MSRP classroom thus rendering it a "blended-funding" classroom. However, MSRP funding cannot be used for the children who are not at risk. There must be documentation that the tuition charged and other sources of cash and in-kind funding are equivalent to the amount of state funding which supports each MSRP child. Programs where administration and facilities are provided by the School District or grantee Agency as in-kind must maintain careful documentation clarifying cost share.
4. Over-age children (eligible for kindergarten, five or older on or before December 1 of the program year) cannot be enrolled in MSRP, no matter what their individual levels of development might be. This is explicit in the legislation, and will require return of the state funding for each over-age child served. "Holding out" or "redshirting" of children has not been effective in increasing children's academic performance; children who are "over-age" for their grade, no matter the circumstances, tend to do more poorly in school.

E. Special Education Eligible Children

Grantees may determine, through the Individual Education Planning Team (IEP) that the MSRP is the least restrictive environment for children who qualify for special education services.

The IEP team should have representation of parents and the regular educator as it considers...

1. Do all parties feel that the IEP fully meets the child's needs?
2. Does the IEP declare the MSRP as the Least Restrictive Environment (LRE)?
3. Was the regular educator a part of the IEP team? Are consultation meetings between special education staff and the MSRP teaching team written into the IEP?
4. Can the child's needs for special services be met in the context of MSRP?
5. What additional supports or accommodations will be necessary so that the child can participate fully in the activities and environment of the MSRP?

If there is discussion of the child attending both MSRP and early childhood special education, there are many additional considerations. Transition between programs is critical to consider.

1. Is it in the child's best interests to participate in two programs.....possibly with different facilities, staff, peers, routines, behavior and academic expectations?
2. Could the child's needs be met with placement into MSRP and special education services occurring in a play-based setting, within the MSRP classroom?
3. If the child transfers each day between programs, how are the child's lunch and rest period accomplished?

While an IEP team may recommend an MSRP placement, grantees must balance the needs of all children when considering placement/programs. The MSRP policies must always be followed; a child must have two documented risk factors and be age-eligible. If the program retains a child in the MSRP who is dually enrolled in another preschool program, it prohibits another child from the MSRP waiting list from participating in the MSRP (which may be the other child's only opportunity to participate in a quality preschool).

Grantees must create local guidance in the MSRP Recruitment/Enrollment Policies to include a documented plan of prioritization based on the MSRP risk factors.

II. Individual Children's Records

Records for enrolled children must be kept for seven years for audit purposes. The information for each child should be kept intact in a secure place for the required period. If a required document is needed for other purposes, it should be photocopied so that the file is complete at all times. Children's files are subject to all of the rules about family privacy and confidentiality. Programs are required to have confidentiality policies and to limit access to sensitive information. Families, of course, have the right to copies of their children's files. In particular, the enrollment qualification data (risk factors) should be carefully secured AND SHOULD NOT follow the child to elementary school. Copies of the birth certificate, immunization and health appraisal records, and records about the child's developmental progress can be packaged and given to parents as part of kindergarten transition activities.

In addition to the required enrollment records and documents, the following information should be placed in each child's file.

A. Demographic and Family Information

1. Name, address, phone number; parent(s) name(s), address(es), and phone number(s), both at home and at work, and anywhere else the parent might be while the child is attending the program;
2. Names and phone numbers of anyone else to whom the child can be released;
3. Medical emergency personnel authorized to treat the child.

B. Family Involvement Records

Michigan School Readiness Program grantees must provide for active and continuous participation of parents or guardians of the children in the program.

1. Center-Based programs:
    a. *Minimum* of four family contacts, preferably two home visits and two parent-teacher conferences, are required. When the 2+2 pattern is impossible for a particular family, other arrangements should be made to complete the four contacts.
    b. If the parent prefers the visit not take place in the home, a mutual location may be chosen such as a park, McDonalds, or the parent's workplace.
    c. The purpose of home visits and parent-teacher conferences is to involve the family in the child's education and to help the family provide educational experiences for the child. Reporting on the child's progress is a part of this process.
    d. Programs should develop reporting forms signed by staff and families to document each home visit and each parent-teacher contact. (Please see sample forms at the end of Section 2.)

2. Home-Based programs:
    a. The parent is involved with the child during each home visit.
    b. Records must be kept on each visit. The parent's observations of the child's progress in completing activities suggested at the visits should also be included.
    c. Participation in the cluster activities must also be documented.

C. Documentation of Children's Progress

Documentation of children's progress while in the program is required, and must be maintained in each child's file. See Section 10, Assessment of Children, for recommended procedures and instruments. Instruments that rely on systematic observation of children in the program are preferred. Home-Based programs may need to devise additional methods for documenting children's progress, such as parent interview and observation tools. Programs needing additional instruments for screening or other purposes are advised to choose valid and reliable instruments that are not culturally biased and that assess children through the use of familiar activities. Instruments should only be used for the purposes for which they have been developed.

D. Individual Children's Records Checklist

1. The following is a listing of all required records:
2. A legal birth certificate or record,
3. A certificate of immunization,
4. Proof of a comprehensive health appraisal,
5. Documentation of two risk factors,
6. Income verification,
7. Parent/guardian's name, home address, and phone number,
8. Assessment of child's progress,
9. Home visit documentation, and
10. Parent/teacher conference documentation.

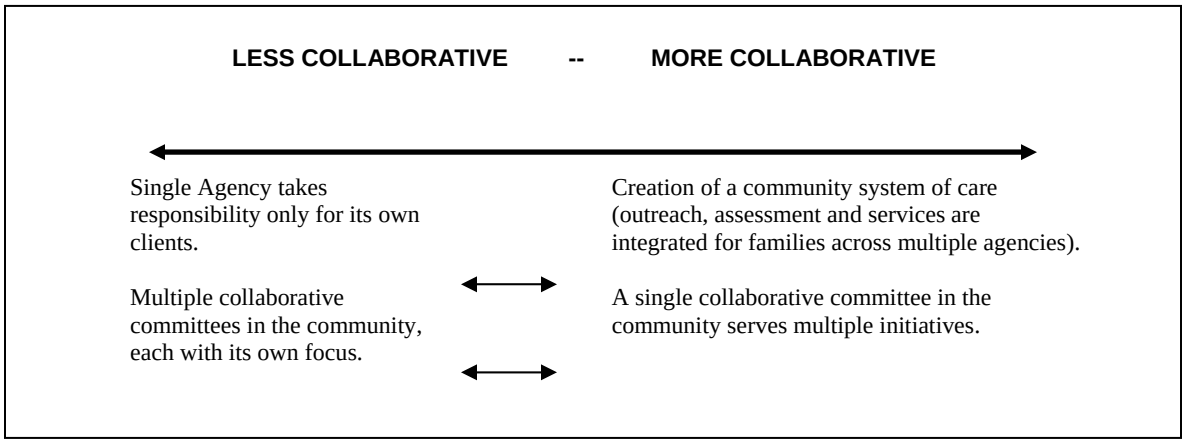
III. Longitudinal Follow-Up

Michigan School Readiness Program grantees are required to follow children's progress as they enter elementary school to indicate the effectiveness of the program. Longitudinal data and other program data are to be retained in administrative files and used to further program quality. The High/Scope Educational Research Foundation has developed possible protocols to help grantees with this task. Grantees are required to participate in the longitudinal evaluation of the Michigan School Readiness Program as requested. (Please see Section 11 for additional information.)

Collaboration Defined

Federal and state agencies and foundations have increasingly required collaboration in the specifications for agencies applying for grants, generally without the recognition that collaborating is a complex process that develops over time. Community agencies, working together, function on four levels that represent different types of activities and require increasingly more complex relationships. While each of these sets of strategies may sometimes be referred to as "collaboration," only those whose relationships change the partners themselves meet the test of our definitions.

Continuum of collaborative approaches in a community



NETWORKING

The Networking level of working together is evidenced in such activities as:

- Signing off on each other's grant proposals;
- Sharing information about services;
- Becoming acquainted with each other; and
- Sending and receiving referrals.

COORDINATING

The Coordinating level of working together adds:

- Sharing information about clients and services provided to them (with consent); and
- Agreeing upon a plan of services for a mutual client.

With the exception of the first item under Networking, these activities involve informal relationships between front-line service providers.

COOPERATING

The Cooperating level of working together reflects more planned interface of activities. It involves executive decision making in the context of an agreed upon focus. Cooperation is operationalized through such activities as:

- Sharing of resources with or without reimbursement (e.g., space, vehicles).
- Provision of services to the clients of another Agency in their setting (as in services delivered in a school).
- Co-location of staff of two or more agencies.
- Cross Agency training directed at information.

Agency executives recognize that they have responsibilities for a common population and engage in decision making to plan and deliver services, but services remain discrete and essentially unchanged. Decisions to provide and maintain services essentially remain within each Agency.

COLLABORATION

Collaboration is substantively different from the other three levels. InterAgency action at this level requires executives to make major change in their own organization, operation, and service delivery. Collaboration substantially changes the service system. Collaboration involves some or all of the following:

- A shared vision that incorporates responsibility for a shared population
- Agreed upon outcomes
- Commitment to shared initiatives
- Development of community plans
- Shared decision making with respect to InterAgency development of services and grant applications
- Pooled resources: cash and staff, as well as space, supplies, materials
- Assigned responsibility for joint ventures
- Shared decision making with respect to InterAgency oversight of shared initiatives
- Cross-Agency training directed at changing service delivery
- Reconfiguration of service delivery
- Cross-Agency teams
- Common forms
- Common evaluation/information system

In order to be sustained over time, a collaborative enterprise needs written agreements between:

- The collaborative body and the Agency assigned primary responsibility concerning their respective roles; and
- The Agency assigned primary responsibility and agencies receiving or providing resources.

Written changes in the policies and procedures of participating agencies also institutionalize the collaborative approach to service delivery.

Adapted from: 2003. Statewide Evaluation of The ASAP-PIE Program, Report 2. Institute for Children, Youth, and Families and University Outreach Michigan State University.

SAMPLE FORMS

ENROLLMENT PROCESS

The Michigan School Readiness Program (State Aid and Competitive) and Head Start are designed to serve two different populations of children/families.

Head Start serves the comprehensive child development needs of preschool children (birth through age five) and their low-income families. **MSRP** Preschool is for four-year-old children who may be academically at risk. Each MSRP child must have two identified risk factors; more than 50 percent of the children must be low income.

The goal is to insure that as many at-risk children as possible are able to benefit from high quality pre-school programs. Therefore, each county advisory committee establishes a local protocol for assisting parents in selecting a program suited to their needs. The protocol includes mutual referrals between available programs. Local protocol is reviewed annually to assure that the goal of serving the greatest number of children is met.

Guidelines For What the Local Protocol Might Contain:

1. At the first contact with families, collect required information. This includes:

    - age of children as verified by birth certificate
    - district/county of residence
    - documented annual income
    - potential risk factors
    - parent permission to share information between programs in order to facilitate placement

    (See sample forms: Preschool Interest Questionnaire, Income Eligibility Documentation)

2. Assess income information with all families. Determine which families meet the income criteria for Head Start. Forward the names of those families to Head Start according to the local protocol.

3. Local protocol includes which program is responsible to contact families and describe available services. Families are guided to make the program choice best suited to their needs. If Head Start income-eligible families choose the MSRP, the waiver is completed at that time. (See sample form: Waiver)

4. MSRP enrollment is deferred while the Head Start referral is in process.

Michigan School Readiness Program
Children's Records Review Form

Grantee: _____ Date: _____

The first four columns require specific data.
Place check marks (✓) to indicate compliance in remaining columns.

CHILD NAME	Date of Birth (month & year) (From birth certificate)	* Income Guidelines Code **(see below)**	Date of Health Appraisal	Documen-tation of (2) Risk Factors **(✓)**	Immuni-zation **(✓)**	Parent/ Guardian's Name **(✓)**	Home Address & Phone Number **(✓)**	Assessment of Child's Progress **(✓)**	Home Visit Documen-tation **(✓)**	Parent/ Teacher Conf. Documen-tation **(✓)**
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										

*** Family meets income guidelines:**

✓ = MSRP income eligible
OI = Over Income
HSW = Head Start eligible, waiver on file
HSN = Head Start eligible, no waiver

% of children meeting low income guidelines _____

SAMPLE: INCOME ELIGIBILITY DOCUMENTATION

To be used with all families

Child Name: _____

Include income of all family members who are legally responsible for support of the child. Calculate annual income utilizing a minimum of three months' income. List gross income before deductions. Submit a copy of earnings with this application.

Possible income verification to be copied and kept in file: copies of payroll check stub, previous year's tax forms, DHS child care verification form, and/or subsidized meal form with income calculation.

Date income documentation was received: _____

Income Source	Monthly Amount Received
☐ Employment	_____ ☐
Unemployment	_____
☐ Child Support	_____
☐ Alimony	_____
☐ Pension(s)	_____
☐ Retirement SSI	_____
☐ Disability SSI	_____
☐ TANF eligible (Daycare payments or cash assistance)	_____
☐ Subsidized meal form (requires staff verification)	_____
☐ Verbal Disclosure	_____
☐ Other	_____

I certify that all of the above information is true and correct and that all income is reported. I understand that this information is being collected to determine eligibility for a state-funded Michigan School Readiness Program.

_____ _____

Signature of Parent or Guardian Date

_____ _____

Signature of MSRP Representative Date

SAMPLE PRESCHOOL QUESTIONNAIRE

Child's Name:_____ **Date of Birth:**_____ **Sex: M F**

Parent(s)/Guardian(s):_____Phone:_____

Family Address:_____

Please name the closest crossroads to your home (for example, Washington & 5th St.) ____

_____

Local School District: _____

List All Children in Household and Ages: _____

_____

Estimated Annual Income (last 12 months): _____Number in Family: _____

Income Sources: _____

FIP/TANF Number (if applicable): _____

Has your child ever been in any other preschool program? YES : Program Name _____
NO

Please add any additional information about your child: _____

_____

Program Preference:

- ☐ Head Start
- ☐ Michigan School Readiness Program
- ☐ Some programs provide openings for children with diagnosed disabilities regardless of income. If your child has a special need, check this box for further consideration. OPTIONAL.

I release this information to be shared by the local school district and Head Start:

_____

Parent/Guardian Signature **Date**

PLEASE RETURN TO: (insert name of individual program)

Publicly funded programs will not discriminate against any family because of race, color, national origin, sex, age or handicap except as prescribed by program guidelines. The preschool committee will review this registration and contact you regarding program options and availability.

STAFF USE ONLY: Reviewed by _____Date_____

Age (as of 12/1)_____ **(print back-to-back with Acknowledgement of Head Start Eligibility)**

SAMPLE

ACKNOWLEDGEMENT OF HEAD START ELIGIBILITY

The purpose of this statement is to document that although this family is eligible for the Head Start Preschool Program, parents/guardians have chosen to enroll their child in the Michigan School Readiness Program.

I have discussed with this family that they are eligible for the Head Start Program and followed the local protocol. However, they have elected to enroll their child in the Michigan School Readiness Program.

_____ _____

Michigan School Readiness Program Representative Date

_____ _____

Child Name - Please Print Date of Birth

_____ _____

Street Address City Zip

_____ _____

School District Contact Person Name Phone

I understand that I am eligible for Head Start and that the Head Start Program, with higher level of funding, can provide more services to my child and family.

Reason for choice: _____

_____

_____ _____

Parent or Guardian Signature Today's Date

I have reviewed the above, had conversation with the family and/or discussed this family with the district named above. I acknowledge that this child will be enrolled in the Michigan School Readiness Program.

_____ _____

Head Start Representative Date

(print back-to-back with Preschool Questionnaire)

Charlevoix-Emmet Intermediate School District
Early Education
phone:231-582-8070
fax:231-582-8082

RELEASE TO SERVE A HEAD START ELIGIBLE CHILD IN THE MSRP

Date: _____

Child's Name: _____

Child's Birthdate: _____

Parents' Names: _____

Address: _____

Telephone: _____

District of Residence: _____

The above family is under consideration for enrollment in the MSRP program operated by the Charlevoix-Emmet Intermediate School District.

The Intermediate School District's program has space for this child and with signed permission will enroll this child for this school year.

_____ _____
Char-Em ISD Staff Signature Date Forwarded to Head Start

_____
Position

_____ _____
Head Start Staff Signature Date

Please return this form to:

The Char-Em Operations Specialist at fax number: 231-582-8082

or mail to: Early Education
Charlevoix-Emmet Intermediate School District
08568 Mercer Boulevard
Charlevoix, Michigan 49720

ISD Staff: 1. If this child is being considered from the waiting list, a referral was previously made.
2. A copy of this form is to be forwarded to the correct contact person below:

Contact:	For School Districts:	Fax Number:
[redacted]	CL & EL	231-933-0013
[redacted]	Chx, EJ, BC, & BF	231-547-3896
[redacted]	HS, LF, PL, & Pet	231-347-3664

3. File a copy in the child's program file.
4. The signed copy goes into the ISD registry file.
5. This child cannot be enrolled until a signed release has been returned by Head Start.

HS Release to Serve v.10, 2/05

Charlevoix-Emmet Intermediate School District
Early Education
phone:231-582-8070
fax:231-582-8082

DOCUMENTATION OF REFERRAL TO HEAD START

Date: _____

Child's Name: _____

Child's Birthdate: _____

Parents' Names: _____

Address: _____

Telephone: _____

District of Residence: _____

Method of Inquiry: ☐ Telephone ☐ Other, Describe _____

This parent has been informed that their child may be eligible to participate in the Head Start program. On the above date, the following steps were taken:

☐ A. The parent was asked if they had yet made an application to Head Start. Their response was:
☐ Yes ☐ No

☐ B. The parent was given the Head Start telephone number and asked if they has access to a telephone.

☐ C. The parent agreed (**CHECK ONE**):
☐ Verbally over the telephone
☐ In writing (signature below)

that the Charlevoix-Emmet ISD could release this information to Head Start.

_____ _____
Parent Signature ISD Staff Signature

Comments:

ISD Staff:1. If there is no program space available, forward this form immediately to the Operations Specialist
2. If space is available, complete "Release to Serve a Head Start Eligible Child", attach this form and follow those procedures
3. Please deliver or fax this document to the proper contact below:

Contact:	For School Districts:	Fax Number:
[redacted]	CL & EL	231-933-0013
[redacted]	Chx, EJ, BC, & BF	231-547-3896
[redacted]	HS, LF, PL, & Pet	231-347-3664

HS referral document . v9 02/05

LOCAL AGREEMENT FOR COLLABORATION

SCHOOL YEAR 2007-2008

Purpose:

The purpose of this agreement between the Michigan School Readiness Program (MSRP) and Head Start is to coordinate services to eligible preschool children through state and federal funds. The agreement is based on the attached community needs assessment and a shared vision of responsibility for children to be safe, ready, and eager to succeed in school and life.

The commitments outlined in the document are made to ensure full utilization of Early Childhood Education (ECE) funds by meeting the following objectives:

1. To avoid the use of state dollars to supplant existing federal funds that are currently being used to provide services to children.
2. To avoid an increase in state dollars to serve more Head Start eligible children unless a Head Start director certifies that no Head Start funds are available to serve those eligible children.
3. To maximize services to all disadvantaged four-year-old children as well as three- and four-year-old children with disabilities.
4. Commitment to the shared initiative of high-quality early childhood education and services resulting in positive child outcomes.

We intend to fulfill the terms of this agreement, assure that our signatures reflect that appropriate boards and councils have been involved, as required by state and/or federal regulations or local policy. The following persons will have responsibility for implementing this agreement locally:

SCHOOL DISTRICT (STATE FUNDED PROGRAMS)/PUBLIC SCHOOL ACADEMY/COMPETITIVE MSRP AGENCY:

_____ _____

Preschool Coordinator/Supervisor Superintendent/Agency Representative

HEAD START:

_____ _____

Head Start Director Grantee Authorized Representative

Effective Dates:_____to:_____

NOTE: If Head Start and the state funded programs are exchanging funds to contract for specific services to be funded through state preschool of Head Start, a contract for use of state preschool funds or federal Head Start dollars must also be signed.

1. Needs Assessment: The state funded programs and Head Start agree to cooperate in assessing the community's need for preschool services with "community" defined as:

- Local School District/Public School Academies offering MSRP or Title 1 Preschool.
- Head Start.
- Competitive MSRP or other nonprofit agencies offering free complementary education for four-year-old children.
- Early On and Early Childhood Special Education (ECSE).

STATE FUNDED PROGRAMS	HEAD START
1.1 In assuring preschool services for state-eligible children, the school/agency representative(s) will work with the representative(s) named by the Head Start grantee in order to identify preschool services already available to resident children through the local Head Start program. School/Agency representative(s): _____ _____	**1.1** In applying for federal Head Start funds, the Head Start grantee's representative will work with the representative(s) named by the school/agency in conducting the community needs assessment that documents the need for Head Start funding. Head Start representative(s): _____ _____
1.2 An interagency ECE Advisory Committee meets on a regular basis. The Advisory Committee maintains oversight of shared initiatives in service delivery, cross-agency trainings, grant applications, etc. 5 ECE Advisory Committee is part of the local Great Start Collaboration. 5 The school/agency is an active participant and shows decision making at Advisory Committee meetings. 5 The school/agency works to ensure representation from parents, MSRP, kindergarten, and ECE staff.	**1.2** An interagency ECE Advisory Committee meets on a regular basis. The Advisory Committee maintains oversight of shared initiatives in service delivery, cross-agency trainings, grant applications, etc. 5 ECE Advisory Committee is part of the local Great Start Collaboration. 5 Head Start is an active participant and shows decision making at Advisory Committee meetings. 5 Head Start works to ensure representation from parents, Head Start staff, mental health, and nutrition and health staff.

2. Recruitment: The school/agency and Head Start agree to coordinate the recruitment of preschool children for publicly-funded preschool and child care programs:

- ⁵ Head Start
- ⁵ School District MSRP:_____
- ⁵ Public School Academy:_____
- ⁵ School District Title 1 Preschool:_____
- ⁵ Early Childhood Special Education:_____
- ⁵ Competitive MSRP:_____
- ⁵ Other:_____
- ⁵ Other:_____

STATE FUNDED PROGRAMS	HEAD START
2.1 The school/agency will use state preschool funding to prioritize service to state-eligible children who are not eligible for Head Start or who cannot be served through Head Start, because federal funds are not available.	**2.1** The Head Start program will place priority on serving those Head Start eligible children in each community/school district who are most in need of services.
2.2 The school district will coordinate recruitment of children with Head Start in the following ways (check all that apply):	**2.2** The Head Start program will coordinate recruitment of children with the school/agency in the following ways (check all that apply):
⁵ Meeting(s) to plan recruitment of children.	⁵ Meeting(s) to plan recruitment of children.
⁵ A common enrollment form which all parents complete to register for either state preschool or Head Start.	⁵ A common enrollment form which all parents complete to register for either state preschool or Head Start.
⁵ Joint screening or registration activities.	⁵ Joint screening or registration activities.
⁵ Joint public awareness notices.	⁵ Joint public awareness notices.
⁵ Meeting(s) to review registration data on individual children.	⁵ Meeting(s) to review registration data on individual children.
⁵ Other:	⁵ Other:

STATE FUNDED PROGRAMS	HEAD START
2.3 In situations where parents of Head Start eligible children inquire about MSRP, the school/agency will: 5 Follow the locally agreed upon referral process. 5 Refer parents to Head Start. 5 Provide parents with Head Start recruitment fliers, but allow Head Start staff to fully explain their program and services to parents. 5 Enroll a Head Start eligible child only when the referral process is complete. 5 Refer all Head Start income-eligible to Head Start. 5 Other:	**2.3** In filling vacancies that occur in the Head Start program, the Head Start program recognizes that it retains responsibility under Head Start Performance Standards to fill enrollment slots within 30 days of a vacancy. After coordinated recruitment efforts described in 2.2, Head Start may fill vacancies by: 5 Serving Head Start eligible four-year-old children not enrolled in the program. 5 Serving three-year-old children. 5 Serving newly-identified children. 5 Refer children that are not Head Start eligible to state funded programs, as well as those on the waiting list that might remain un-served. 5 Other:

3. Full Enrollment: The school/agency and Head Start agree to maximize the use of Head Start funds, including Head Start expansion funds where available, to serve as many four-year-old children as possible.

STATE FUNDED PROGRAMS	HEAD START
3.1 The school/agency ensures:	**3.1 The Head Start program confirms:**
⁵ Head Start is currently fully enrolled.	⁵ MSRP is currently fully enrolled.
OR	**OR**
⁵ Head Start is not fully enrolled.	⁵ MSRP is not fully enrolled.
The school district and Head Start will confirm the number of four-year-old children enrolled in Head Start on September 1, 2008. Enrollment data will be shared at each community Advisory Committee meeting.	Head Start and the school/agency will confirm the number of four-year-old children in School Districts/PSAs and Competitive MSRP on September 1, 2008.
3.2 When submitting 2007-2008 state preschool community needs and resources data to MDE, the school/agency will coordinate with Head Start to ensure accuracy of data.	**3.2** The Head Start director will annually assist in the MSRP Community Needs and Resource Assessment (CNRA) (preapplication) by entering requested demographic enrollment data into the Michigan Electronic Grants System (MEGS).

4. Coordination of sites: The school/agency and Head Start agree to coordinate the location of sites in the community in order to minimize the transportation of young children and to facilitate parent involvement in both programs. Additionally, the school/agency and Head Start agree to provide effective developmentally appropriate instruction that is supported by *Michigan Early Childhood Standards of Quality for Prekindergarten* (ECSQ-PK).

STATE FUNDED PROGRAMS	HEAD START
4.1 The school/agency will work with Head Start in coordinating preschool classes.	**4.1** Head Start will work with the school district in coordinating Head Start centers.
⁵ Changes/new sites for 2007-2008:	⁵ Changes/new sites for 2007-2008:
⁵ School calendar: _____, 2007 - _____, 2008	⁵ Head Start calendar _____, 2007 - _____, 2008
⁵ Solicit Head Start input for the school district's Facility Survey to locate sites as close as possible to the child's home.	⁵ Provide input for the School District's Facility Survey.
⁵ Work with Head Start to develop program options which best utilize staff, facilities, offer families choices, and suit families' needs.	⁵ Coordinate Head Start facilities or renovation funds with the school district.
⁵ Select sites with Head Start in order to coordinate transportation.	⁵ Work with the school district in planning for program options which best utilize staff, facilities, offer families choices, and suit families' needs.
⁵ Jointly operate/blend classes with Head Start.	⁵ Select sites with the school district in order to coordinate transportation.
⁵ Co-locate state-funded classes next to Head Start.	⁵ Jointly operate/blend classes with state-funded program.
4.2 The school/agency and Head Start will jointly discuss the use of the preschool program quality assessment to systematically evaluate each program and address program improvement.	⁵ Co-locate Head Start classes next to state funded classes.
⁵ Program evaluation results will be shared at Advisory Committee meetings, school board meetings, etc.	**4.2** The school district and Head Start will jointly discuss the use of a preschool program quality assessment to systematically evaluate each program and address ongoing improvement.
	⁵ Program evaluation results will be shared at Advisory Committee meetings, school board meetings, etc.

STATE FUNDED PROGRAMS	HEAD START
4.3 The school/agency will implement a research-validated child assessment tool which is observation based and comprehensive across domains. _____ Name of approved assessment instrument	**4.3** Head Start will implement a research-validated child assessment tool which is observation based and comprehensive across domains. _____ Name of approved assessment instrument
⁵ Child outcome data is used to improve and individualize instruction.	⁵ Child outcome data is used to improve and individualize instruction.
⁵ Child outcome data is used to record child progress.	⁵ Child outcome data is used to record child progress.
⁵ Child outcome data is used to share child development information with parents and generate individual child goals.	⁵ Child outcome data is used to share child development information with parents and generate individual child goals.
⁵ Program level child outcome data is shared at Advisory Committee meetings, school board meetings, etc.	⁵ Program level child outcome data is shared at Advisory Committee meetings, school board meetings, etc.
4.4 The school/agency will use a research-validated and comprehensive preschool curriculum which aligns with the Michigan *Early Childhood Standards of Quality for Prekindergarten* (ECSQ-PK).	**4.4** Head Start will use a research-validated and comprehensive preschool curriculum which aligns with the Michigan *Early Childhood Standards of Quality for Prekindergarten* (ECSQ-PK).
⁵ Staff will be trained in the full use of the tool.	⁵ Staff will be trained in the full use of the tool.
⁵ Staff are provided observation and feedback sessions by an Early Childhood Specialist toward high-quality implementation of the curriculum.	⁵ Staff are provided observation and feedback sessions by an Early Childhood Specialist toward high-quality implementation of the curriculum.

5. Non-federal matching funds: The local school district and Head Start program agree to coordinate planning in order to use state and local funds as the 20 percent non-federal matching requirement for Head Start, in order to maximize Head Start funds.

STATE FUNDED PROGRAMS	HEAD START
5.1 To pool resources, the school/agency will make the following available to Head Start at free or reduced cost (check all that apply): 5 Classroom space 5 Transportation 5 State-funded special education 5 School nurse 5 Meals 5 Equipment/supplies 5 Training 5 Other	**5.1** To pool resources, Head Start will make the following available to the school district at free or reduced cost (check all that apply): 5 Classroom space 5 Transportation 5 State-funded special education 5 School nurse 5 Meals 5 Equipment/supplies 5 Training 5 Other
5.2 The school/agency will include Head Start staff and parents in training (check all that apply): 5 Share school/agency preschool training schedule with an open invitation for Head Start to attend. 5 Develop the staff training schedule with Head Start. 5 Plan specific training event(s) with Head Start based upon program evaluation and child outcome data: _____ 5 Coordinate parent education activities (including disabilities) with Head Start. 5 Other:	**5.2** The Head Start program will include school/agency staff and parents in training (check all that apply): 5 Share Head Start training schedule with an open invitation for the school/agency to attend. 5 Develop the staff training schedule with the school/agency. 5 Plan specific training event(s) with the school/agency based on program evaluation and child outcome data: _____ 5 Coordinate parent education activities (including disabilities) with the school/agency. 5 Other:

6. Disability services: The local school/agency and Head Start program agree to coordinate services to children with disabilities.

STATE FUNDED PROGRAMS	HEAD START
6.1 The school district will include Head Start in the local Child Find effort (check all that apply): 5 Assist Head Start and agencies in screening Head Start/MSRP Competitive children. 5 Coordinate and provide staff for the following types of screening during joint state/Head Start recruitment efforts: _____ 5 Provide notices for parents of right for services under IDEA. 5 Include Head Start/agencies activities in the local policies and procedures for Child Find. 5 Include a Head Start/agencies representative(s) on the ARC which will process the referral of a Head Start child. 5 Other	**6.1** Head Start will participate in the school district's/agencies' Child Find effort under IDEA (check all that apply): 5 Provide screening to all Head Start children. 5 Provide staff to screen children during joint state/Head Start recruitment efforts (prior to enrollment):_____. 5 Help distribute notices to parents of right for services under IDEA. 5 Make referral of any child with a suspected disability to the school district prior to the eligibility evaluation. 5 Participate in the ARC process initiated at the point of referral. 5 Other:
6.2 The school district will work with Head Start on IEPs (check all that apply): 5 Referrals of specific Head Start children will be accepted by: _____ School district contact person 5 Provide referral form with Head Start adaptations if appropriate. 5 Contact and work with parent and Head Start representatives. 5 Assure parent permission is obtained at all required points.	**6.2** The Head Start program will work with the school district on IEPs for Head Start children (check all that apply): 5 Referrals of specific Head Start children will be made by: _____ Head Start contact person 5 Use school district referral form, with adaptations made jointly if appropriate. 5 Obtain parent approval for the referral or have parent contact the school district directly.

STATE FUNDED PROGRAMS	HEAD START
⁵ Coordinate ARC meeting times and places with Head Start and parents to facilitate active participation.	⁵ Assist in contacting parents, explaining the process, and obtaining permission at required points.
⁵ Work with Head Start and agencies on pre-referral intervention strategies for Head Start/agency children attending preschool (in-school referral process).	⁵ Coordinate ARC meeting times and places with school/agency and parents to facilitate active participation.
⁵ Coordinate the eligibility evaluation and Head Start data.	⁵ Work with the school district on pre-referral intervention strategies for Head Start children who are already attending Head Start and are suspected of having a disability.
⁵ Include Head Start and agency children with disabilities on the IDEA count when criteria are met.	⁵ Participate in the eligibility evaluation and provide data on child performance.
⁵ Other (attach additional pages if needed):	⁵ Assist the school district in ensuring that criteria are met for county Head Start children on the IDEA count.
	⁵ Other (attach additional pages if needed):
6.3 The school district will help agencies and Head Start children transition into kindergarten (check all that apply):	**6.3** The Head Start program will help Head Start children transition into kindergarten (check all that apply):
⁵ Kindergarten teachers have release time to visit Head Start classes.	⁵ Head Start teachers will visit kindergarten classes.
⁵ School staff may make joint home visits with agency and Head Start staff.	⁵ Head Start staff may include school staff in home visits prior to transition to primary school.
⁵ Procedures for transferring agency and Head Start records are in place.	⁵ Head Start will make arrangements and obtain parent permission to release Head Start records to the school prior to enrollment.
⁵ IEPs on agency and Head Start children will be in place prior to school entry to assure continuity of services.	⁵ Head Start will work with the school on parent training about school placement and procedures.
⁵ Jointly plan with agency and Head Start for parent training on transition.	

STATE FUNDED PROGRAMS	HEAD START
⁵ MSRP, ECSE, and Kindergarten teachers are members of the ECE Advisory Committee. ⁵ Kindergarten teachers will be invited to appropriate trainings; curriculum, child development and assessment, etc. ⁵ Other: **6.4** The school district will share the following special education resources (check all that apply): ⁵ Screening personnel ⁵ Itinerant teachers ⁵ Speech pathologists ⁵ OT/PT/other personnel ⁵ Classroom aides ⁵ Facilities/space ⁵ Training/consultation ⁵ IDEA funds ⁵ Other:	⁵ Head Start will work with the school district to have IEPs updated prior to school entry in order to avoid gaps in services. ⁵ Jointly plan with school district parents on transition. ⁵ Head Start teachers are members of the ECE Advisory Committee. ⁵ Other: **6.4** The Head Start program will maintain the following resources for Head Start children with disabilities (check all that apply): ⁵ Screening personnel ⁵ Speech pathologists ⁵ Additional classroom aides ⁵ Training/consultation ⁵ Head Start funds for specific IEP services ⁵ Space for school district-funded children ⁵ Resource staff for family services related to the disability ⁵ Other:
STATE FUNDED PROGRAMS Other areas of agreement:	**HEAD START** Other areas of agreement:

Community Needs and Resources Worksheet

Need is established for the Michigan School Readiness Program (MSRP) based upon existing MSRP Risk Factors, available community resources, and the number of four-year-old children in the community. The table below offers a number of possible indicators of need and community factors that an applicant may wish to address. The data source where information may be found for a given county is also referenced. Data trends over a five-year period may also be helpful in showing community need.

Indicator	Data Source	Michigan	(Your County)	Data Trend (At least five years)
Number of children under four years of age.	2000 Census Data published by Kids Count MI Data Book www.kidscount.org.	672,005.		
Race and ethnicity of children under four years of age. Note: Hispanics, who can be of any race, are included in the racial figures shown first. The second set of figures represents the Hispanic origin of children.	2000 Census Data Published by Kids Count MI Data Book www.kidscount.org.	490,653 White 115,798 Black/African American 4,566 American Indian & Alaska Native 14,988 Asian 227 Native Hawaiian & other Pacific Islander 14,714 Other races 31,089 Two or more races 39,387 Hispanic 472,241 Non-Hispanic White 160,377 Non-Hispanic other races.		
Percentage of children in poverty under four years of age.	Census Data – ACS 2004 published in Kids County MI Data Book www.kidscount.org.	20.3 percent.		
Percentage of children receiving free or reduced price lunch in elementary schools in the identified service area.	MDE (Local School Districts).	Total # of students grades 1-5: 634,905. Free or reduced grades 1-5: 239,240. 37.7 percent.		
Percentage of families with infants and young children under age six, below 200 percent of poverty.	2000 Census Data published by Kids Count MI Data Book www.kidscount.org.	38 percent.		

Percentage of mothers without a high school diploma.	Published in Right Start MI 2006 www.milhs.org.	17 percent.		
Number and percentage of female head of households with children under 18 years of age.	Census Data – ACS 2004 www.census.gov.	297,647 or 7.6 percent.		
Rate of Unemployment	Michigan Department of Labor and Economic Growth www.milmi.org	7.1 percent as of April 2007.		
Parents who report reading to their children at least once daily.	National Child Health Survey only state-level data available from this source.	51.1 percent.		
Percentage of children age 5-7 who have difficulty speaking English.	2000 Census Data www.census.gov.	2.5 percent.		
Percentage of births to teens (less than 20) as a percentage of live births.	Published in Right Start MI 2006 www.milhs.org.	12,426 or 9.6 percent.		
Percentage/number of children by school district who have attended kindergarten two times.	MDE – MEAP website and local school districts.	117,099 were tested, 101,876 passed; thus 87 percent achieved proficiency in reading.		
Number of children birth to six years who are participating in Early On® or Special Education.	MDE.	41,675.		
Median family income.	Census data www.census.gov.	$55,778.00.		

Section 3

Documentation of Eligibility

At Risk Status, Documentation of Eligibility: In its 1988 report entitled *Children at Risk*, the State Board of Education identified 25 personal, familial, and community factors that place children at risk of educational failure. Focus groups were held in early 1998 to group and further define the factors. Five clusters of factors that place children at educational risk were identified:

Child health factors:

1. low birth weight
4. nutritionally deficient
5. long-term or chronic illness
6. diagnosed handicapping condition
9. substance abuse or addiction (child)

Child development factors:

2. developmentally immature
10. language deficiency or immaturity
8. destructive or violent temperament (child)

Community/financial factors:

7. lack of a stable support system or residence
24. housing in rural or segregated area
17. unemployed parent/parents
18. low family income

Parent/parenting factors:

3. physical and/or sexual abuse or neglect
8. destructive or violent temperament (parent)
9. substance abuse or addiction (parent)
14. family history of diagnosed family problems
21. teenage parent
22. chronically ill parent/sibling (physical, mental, or emotional)
23. incarcerated parent

Family circumstance factors:

11. non-English or limited English-speaking household
12. family history of low school achievement or drop out
13. family history of delinquency
15. low parental/sibling educational attainment or illiteracy
16. single parent
19. family density
20. parental/sibling loss by death or parental loss by divorce

Children enrolled in the Michigan School Readiness Program must exhibit at least two risk factors. Programs should record all risk factors for each child; additional risk factors that staff become aware of beyond the enrollment period should also be recorded. At the time of enrollment, at least two risk factors must be identified and documented. The risk factors used to qualify the child for the program should be highlighted, as qualification documentation will be monitored. Low income must be documented. It is not required that programs document additional risk factors beyond the required two, but the documentation may be helpful in designing program services. In general, the same condition or concern should not be counted twice; e.g., a parent who dropped out of high school should not be considered for both #12 (family history of low school achievement or dropout) and #15 (low parental/sibling educational attainment or illiteracy).

Local Prioritization: The risk factor definitions are meant to be broad and to allow enrollment for all children whose development and subsequent school success may be at risk and would be enhanced by a high-quality preschool program. Programs have used a variety of strategies to prioritize and weigh the various factors to give preference to those children who seem to be most at risk. When deciding whether a situation or condition should be considered, the most important question to ask is whether and how the situation puts the child at risk of school failure; how the factor will have a negative impact on the child's development. If the situation or condition is not something that puts the child's future at risk, then it is not a risk factor for that child.

Sensitive Interviewing: Most programs use a brief phone interview format to initially screen children to determine whether they might be eligible. A family that seems to have an at-risk child is then invited for a more in-depth interview. It is not recommended that parents simply be handed a list of questions or factors to fill out on their own, since many of these are confidential and can be uncomfortable. Sensitive interviewing techniques often result in helpful information about providing appropriate services for children. Appropriate documentation of at least two of the risk factors is identified at the interview; if necessary, the documentation is then supplied before the child is enrolled. Both the interviewer and the parent must sign and date a form indicating which of the risk factors pertain when the interview concludes. This serves as documentation of any of the risk factors for which "parent report" is acceptable. Other factors can be added later by staff with their initials and date. The Department of Education collects risk factor information on each enrolled child at the time of the Mid-Year Report, and documentation is reviewed at on-site monitoring visits.

Low Income: More than 50 percent of the children must exhibit factor #18 (low income). This is defined as families having income between Head Start income eligibility requirements and the state income eligibility requirements. Please refer to current Income Eligibility Guidelines at www.michigan.gov/msrp or www.michigan.gov/msrpcompetitive. Count as 'income' all gross cash income, i.e. all income—earned and unearned—that is taxable. The best documentation of income is a copy of the face-sheet of the most recent tax return.

Alternate forms of documentation are paycheck stubs, a DHS child care verification form, subsidized meal form including income calculation **or** staff signature verifying that family produced the document and income was verified.

If a family claims it has no income, the family is income-eligible for Head Start and must be referred to that agency. If the family is unable to provide income documentation, the grantee must determine the accuracy of verbal report of income. Grantees can gather information; i.e. living arrangements, assets, etc. to make an informed judgment about the family's income status. If the program determines low-income is an appropriate risk factor, it should put a note in the child's file indicating the process they used to reach that conclusion.

If a parent/guardian is an active member of the U.S. Armed Forces, certain pay can be excluded from family gross income. Please be aware that an adjusted family income may make the family income-eligible for Head Start, and in that case must be referred to Head Start. The following are NOT included as gross cash income for active duty Armed Forces personnel http://www.irs.gov/publications/p3/ar02.html#d0e1259:

- Living Allowances – BAH (Basic Allowance for Housing)* even if BAH is used to pay mortgage interest and taxes, BAS (Basic Allowance for Subsistence), housing and cost of living allowances abroad, OHA (Overseas Housing Allowance).
- Moving Allowances – moving household and personal items, storage, moving trailers or mobile homes, temporary lodging, dislocation, military base realignment and closure benefit.
- Travel Allowances – annual roundtrip for dependent students, leave between consecutive overseas tours, reassignment in a dependent restricted status, transportation during ship overhaul and inactivation, per diem.
- Family Allowances – specified educational expenses for dependents, emergencies, evacuation to a place of safety, separation.
- Death Allowances - burial services, death gratuity payments to eligible survivors, travel of dependents to burial site.
- In-kind Benefits – dependent-care assistance, legal assistance, medical/dental care, commissary/exchange discounts, space-available travel on government carriers.
- Other payments – disability, group-term life insurance, professional education, ROTC educational and subsistence allowances, uniform allowances, survivor and retirement protection plan premiums.

Risk Factors:

The chart below may help to define further each of the risk factors and suggest possible ways to document their presence. Each child who is enrolled must exhibit at least two risk factors, and their presence must be documented in the files. In order to "count" the risk factor for the child, one of the bulleted definitions, or another similar definition, must apply. One of the bulleted forms of documentation must be used to justify the inclusion of that risk factor for that child. At least two risk factors must be documented, but all that apply should be noted. It is preferable to include documentation for as many risk factors as possible for each child. When the documentation indicates that "parent report" may be used, a note should be included in the file with the staff member's signature and date indicating WHAT the parent reported: *8/12/01: At the intake interview, Ms. Brown reported that she and her son are living with her parents, their three school-age children, and her older sister and her two children in her parents' three bedroom home.* (Family density, risk factor #19.)

#	Name	Definitions	Documentation
1	Low birth weight	• 5 lbs. 8 oz. or less • Short gestation (a birth occurring prior to the completion of the 37th week) • Prenatal problems • Inadequate or lack of prenatal care • Birth complications (longer hospital stay) • *"Low birth weight or other complications during pregnancy, at birth or in the newborn period"*	• Medical or hospital records • Parent report

#	Name	Definitions	Documentation
2	Developmentally immature	• Child's developmental progress is less than expected for his/her chronological age in one or more developmental domain (cognitive, social-emotional, physical) • Child was eligible for Part C of IDEA (received *Early On*® services, but not Part B. Child was not eligible for special education services as a preschooler, but at risk of becoming special education eligible)	• Referral from physical or mental health system or provider or other early childhood or child care program • *Early On*® transition referral at age three. • Special education referral; developmental concerns noted, but not eligible for services • Parental report of developmental concern should be referred to the local intermediate School District for observation and/or evaluation and recommendation • Screening assessment results combined with professional or parental referral
3	Physical and/or sexual abuse or neglect	• Abuse or neglect reported for this child • Abuse or neglect of another child in the family or other family member (intergenerational abuse) • Parent abused as a child • Domestic violence situation • Often a "sleeper" factor that is documented after enrollment • Family received services to prevent child abuse and neglect	• Child Protective Services Report • Parent report • Court or police report • Restraining order in domestic violence situation • Family received services in a 0-3 Secondary Prevention Program

#	Name	Definitions	Documentation
4	Nutritionally deficient	• Eligible for and received WIC services at some time • Medical diagnosis; e.g., anemia • Obesity • Quick weight gain • Small size for age • Digestive problems • Severe food allergies • Eating habits, patterns inappropriate (ask "What does your child usually eat?") • Patronize food pantry or soup kitchen ("How often?")	• WIC paperwork • Medical referral • Age/weight chart • Parent report
5	Long term or chronic illness	Current or previous illness that affects learning (cognitive, social or emotional development) or physical conditions that may cause difficulty in learning, such as: • Asthma • Allergies • Chronic ear infections • Vision or hearing problems • Seizure disorders • Repeated hospitalization or medical treatment • History of failure to thrive • Cancer • Heart conditions • HIV/AIDS • ADD/ADHD if not considered under factor 6 • Toxic exposure (i.e. lead, mercury, poisoning, pesticides)	• Refer to specific diagnosis on health form • Physician referral or diagnosis • Parent report of chronic conditions
6	Diagnosed handicapping condition	• Special education referral; not in need of special education classroom preprimary services, but eligible for ancillary services or LRE placement	• Referral; IEP

#	Name	Definitions	Documentation
7	Lack of a stable support system or residence	• Family moves often (either throughout child's life or in recent time period) • Child lives with different family members at different times; joint custody confusion • Homeless: living in shelter, motel, or with others • Substandard housing • Relationship problems; frequent changes in household constellation • Lack of social network; social isolation • Lack of family and community support	• Address records • Custody orders • Parent report • Social services or medical referral
8	Destructive or violent temperament	• Age-inappropriate temper tantrums • Very frequent anger • Parent/other adult • Caregiver or family member involved in a domestic violence situation (if not addresses in Factor 3)	• Exclusion from other preschool/child care programs • Social services or medical referrals • Parent interview questions/report • Legal report or restraining order • Staff documentation on home visits or other contacts • Interview question: *"Does anyone in the household consistently hit or throw things when s/he is angry?"*

#	Name	Definitions	Documentation
9	Substance abuse or addiction	Child: • At birth—mother addicted • Fetal alcohol syndrome • Crack baby • Low birth weight or other problems due to smoking during pregnancy (not to be combined with Factor 1) • Respiratory problems due to exposure to second-hand smoke Parent or other family member affecting child's development: • Previous or current abuse • Arrested or suspected of D.U.I. • ACOA (parent is adult child of alcoholic)	• Medical report • Parent report • Community knowledge of family • May be discovered on home visits Note relationship to factors 3, 8, and 17
10	Language deficiency or immaturity	• Child difficult to understand (articulation) • Child's language immature • Child not talking • Very limited vocabulary	• Speech evaluation; referral/consultation with District/ISD speech therapist • Physician referral • IEP (not to be combined with Factor 6) • Teacher observation; referral • Parental concern combined with one of the above
11	Non-English or limited English-speaking household	• Child and/or parents do not speak English • Deaf parents who speak ASL to child • Child recently adopted from another country who does not yet speak English may be included • Truly bilingual or multilingual children, who speak more than one language, are not at-risk if one of the languages is English	• Interview question: "What language is spoken in your home?" • May need interpreter • Parent or advocate report

#	Name	Definitions	Documentation
12	Family history of low school achievement or drop out	• Consider parent/caregiver or significant care giving adult, e.g., grandparent—can caregiver read to child? • High school diploma, but functionally illiterate • Dropout and return for GED may or may not be risk—may be positive role model	• Parent report • District records
13	Family history of delinquency	• Involvement with legal system by parent, older child in family, other family members (how does it affect the child?) • Family history that may predispose child to legal problems • Older children in household with inadequate supervision leading to delinquency	• Legal report • Parent report • Agency referral
14	Family history of diagnosed family problems	• Parent(s) involved in special education or counseling; unresolved problems • Court-ordered family counseling • Concerns related to parental separation or divorce (may not be combined with Factor 20) • Can consider as one issue for a foster child • Includes grandparents raising grandchildren • Issues related to adoption may be considered Do not use for same problem as covered in factors 3, 8, or 9	• Parent report • Agency referral
15	Low parent/sibling educational attainment or illiteracy	• Older child with academic problems/referrals • Social issues regarding family experiences with school • Family illiteracy Do not use with factor 12 for same issue.	• Parent report • School report or referral

#	Name	Definitions	Documentation
16	Single parent	• Only one adult in household raising child—"sole parenting person"—psychological issues related to parenting person having sole responsibility for child; no time out for parent and no other role model or resource for child • Do not include situation in which biological parents are not married, but are living together in a household and raising the child together • Child has no claim to an adult male's earning power • Remarriage may or may not remove risk	• Parent report • Divorce and custody papers • Death certificate • Other legal forms
17	Unemployed parent/parents	• Person was employed and has lost job • Unreliable or unsteady income • Stress related to layoff and loss of income • Unemployment by choice disqualifies a parent for this risk factor	• Michigan Works or DHS referral or paperwork • Disability paperwork • Parent report

#	Name	Definitions	Documentation
18	Low family income	• See annual income chart • If income-eligible for Head Start, must be referred; if enrolled in MSRP, waiver verifying agreement with Head Start Agency must be on file • Foster child is considered a family of one and automatically qualifies on income as Head Start eligible	• Document gross income • Copy of income verification in file: previous year's tax forms, paycheck stub, DHS child care verification form, subsidized meal form <u>including</u> income calculation **<u>or</u>** staff signature verifying that family produced the document and income was verified • Include income of family members legally responsible for support of child • See additional information Sections 2 and 3
19	Family density	• Too many people in the space available • Child's activities restricted by space; not enough space for child to play, have private space and personal belongings; child exposed to inappropriate adult activities • Family dynamics because of inadequate space • Single child in a family is not considered a risk	• Parent report • May be identified by staff on home visit; staff report

#	Name	Definitions	Documentation
20	Parental/sibling loss by death or parental absence due to divorce, war, etc.	• Death of a family member that has affected the child • Tragic loss may cause risk in otherwise healthy family unit • Time factor—how long ago in young child's life to have caused significant impact • Usually not included with #16, unless there are two clearly different issues	• Parent report • Death certificate • Divorce paperwork
21	Teenage parent	• Age of parent at birth of first child unless circumstances are very different (Is the risk of a previous teen pregnancy still affecting this child?) • For older, married teen parent with planned pregnancy, this may not be a risk	• Birth certificates • Ages of siblings
22	Chronically ill parent/sibling (physical, mental, or emotional)	• May be parent or other significant household member (should be person prominent in child's life) • May result in neglect of child or less time for primary caregiver to be concerned about this child's needs • Depression of caregiver should be considered	• Parent report • Medical report
23	Incarcerated parent	• May be parent or other significant household member • Currently, or at significant or lengthy time in child's life • May result in custody issues • Criminal history	• Parent report • Letter from facility

#	Name	Definitions	Documentation
24	Housing in rural or segregated area	• Social isolation and lack of services are key issues • Lack of transportation to social services; how far or how long to get help; consider organized family activities, health and social services, cultural experiences; i.e., library • No transportation during the day, nothing within walking distance • Unsafe neighborhood; no opportunity to play or socialize • Local elementary not making adequate yearly progress	• Zip code or school attendance area may suggest isolation, but not every family within the area will be at risk because of residence • "In-town" in small towns may not qualify • Michigan Department of Education website listing of schools failing to make adequate yearly progress
25	Other (as approved by the State Board of Education)	• A child may be eligible for services in the MSRP program with documentation of one risk factor and the informed clinical opinion of a multi-disciplinary team of professionals and parent(s)/primary caregiver(s) that the child has a factor placing him or her at risk of school failure not included in the "Children at Risk" report. • This can only apply to 10 percent of the enrolled children in a program.	• Staff report of circumstances causing this factor to be used. As the year progresses, if additional factors are identified, they should be documented and included in files. • Documentation of "third" other factors is not required, but may be desirable for accountability purposes.

FACTORS WHICH PLACE CHILDREN "AT RISK"

The Michigan State Board of Education adopted a report *Children at Risk: Examination of Causes and Exploration of Alternatives* at its April 5, 1988 meeting. This report highlighted factors which place children "at risk" of becoming educationally disadvantaged and who may have extraordinary need of special assistance. This list is by no means exhaustive, but is offered to assist in defining, identifying and selecting eligible participants for the Michigan Department of Education, Michigan School Readiness Program. The list of "risk" factors includes:

RISK FACTORS

1. LOW BIRTH WEIGHT
2. DEVELOPMENTALLY IMMATURE
3. PHYSICAL AND/OR SEXUAL ABUSE AND NEGLECT
4. NUTRITIONALLY DEFICIENT
5. LONG-TERM OR CHRONIC ILLNESS
6. DIAGNOSED HANDICAPPING CONDITION (main streamed)
7. LACK OF STABLE SUPPORT SYSTEM OF RESIDENCE
8. DESTRUCTIVE OR VIOLENT TEMPERAMENT
9. SUBSTANCE ABUSE OR ADDICTION
10. LANGUAGE DEFICIENCY OR IMMATURITY
11. NON-ENGLISH OR LIMITED ENGLISH SPEAKING HOUSEHOLD
12. FAMILY HISTORY OF LOW SCHOOL ACHIEVEMENT OR DROPOUT
13. FAMILY HISTORY OF DELINQUENCY
14. FAMILY HISTORY OF DIAGNOSED FAMILY PROBLEMS
15. LOW PARENT/SIBLING EDUCATIONAL ATTAINMENT OR ILLITERACY
16. SINGLE PARENT
17. UNEMPLOYED PARENT/PARENTS
18. LOW FAMILY INCOME
19. FAMILY DENSITY
20. PARENTAL/SIBLING LOSS BY DEATH OR PARENTAL LOSS BY DIVORCE
21. TEENAGE PARENT
22. CHRONICALLY ILL PARENT/SIBLING (physical, mental or emotional)
23. INCARCERATED PARENT
24. HOUSING IN RURAL OR SEGREGATED AREA
25. OTHER – A child may be eligible for services in the MSRP program with documentation of one risk factor and the informed clinical opinion of a multi-disciplinary team of professionals and parent(s)/primary caregiver(s) that the child has a factor placing him or her at risk of school failure not included in the "Children at Risk" report. This can only apply to 10 percent of the enrolled children.

This risk factor must be used in conjunction with another factor if a standardized test score is being used as the sole factor in meeting Risk Factor #2.

Section 4

Center-Based Model

I. Introduction

Formula-based (School District/PSA) and Competitive Agency school readiness programs must comply with Public Act 116 of the Public Acts of 1973, as amended. State Board of Education criteria for MSRP require adherence to this Implementation Manual. Legislation requires that programs adhere to all standards in the (ECSQ-PK). MDE requires that grantees assess program quality in a systematic way utilizing both the *Preschool Program Quality Assessment* (PQA) and child outcome data. Program evaluation is discussed further in Sections 10 and 11.

Grantees must also comply with state licensing regulations governing child care. The program must receive a certificate of approval/license from the Department of Human Services, Office of Children and Adult Licensing. All regular child use areas must be licensed. For example, if the MSRP offers, as a consistent part of the routine, specials such as music, art, and/or P.E. in a place other than the classroom, those spaces must also be approved. For more information or to contact a regional office, call (517) 373-8300 in Lansing or online at http://www.michigan.gov/dhs.

This section provides detail and requirements for a high-quality Center-Based preschool program that will enhance the development of young children. Classroom Models below are followed by required components. This section concludes with an alignment between the ECSQ and the PQA. *Program At a Glance* is an additional resource which can be found in Section One. Staff and parents may find *At A Glance* most useful when it is posted on a Parent Board.

II. Classroom Models

A. Half-Day Preschool Programs

1. Must meet for a minimum of 2.5 hours per day teacher/child interaction or contact time per day for at least four days per week for a minimum of 30 consecutive weeks to include a minimum of 300 teacher/child contact hours.
2. Programs in their very first year of funding must operate for a minimum of 20 consecutive weeks to include a minimum of 200 teacher/child contact hours.

3. Optimally, one day per week is set aside for parent involvement, staff planning or professional development. (See Team Teaching.)
4. If a program chooses to operate five days of classroom programming per week, arrangement must be made to allow sufficient time for all staff to participate in planning, professional development and parent involvement activities. (See Team Teaching.)
5. Additional staffing requirements include the necessity of the teaching team, which includes one lead teacher and an associate teacher, remaining the same for the entire day every day that the class is scheduled.

B. All-Day/Alternate-Day Preschool Programs

1. Typically, an All-Day/Alternate-Day (full-day, two days per week) preschool program is offered when the grantee is attempting to coordinate staff or space with an All-Day/Alternate-Day kindergarten program.
2. Need for All-Day/Alternate-Day should be carefully considered as afternoon programming includes large blocks of time for lunch, rest and staff relief. Grantees are to determine that the quality of the preschool experience for All-Day/Alternate-Day programs is equal to non-All-Day/Alternate-Day programs. For example, the Advisory Committee, (including staff and parents; using child outcome data), should annually address how the requirement for high-quality preschool programming is met during afternoon sessions, ensuring that enrolled children benefit from two preschool days just as children would who participate in four half-day sessions.
3. The type of model the program is implementing must be indicated on the Application Project Fact Sheet.
4. The per-slot allocation is the same as for Half-Day MSRP.
5. All-Day/Alternate-Day preschool programs for four-year-old children must include a minimum of 300 teacher/child contact hours spread over the full school year except first year programs which must provide 200 contact hours.
6. All-Day/Alternate-Day preschool programs must operate for at least the same length of day as the local district's first grade program. All children must be enrolled in for the full day in each All-Day/Alternate-Day classroom.
7. All-Day/Alternate-Day preschool programs must meet all criteria for preschool programs including parent involvement, home visits, staff planning and must comply with Public Act 116 of the Public Acts of 1973, as amended, the state licensing regulations governing child care.

8. Children must remain with qualified staff throughout the day, as well as remain in the licensed space. Additional staffing requirements include the necessity of the teaching team, which includes one lead teacher and an associate teacher, remaining the same for the entire day every day that the class is scheduled.
9. Children should not be taken out of licensed space for snacks, meals or rest time.
10. Additional staff members must be available to allow the lead teacher and associate teacher time for required breaks. At no time may the required adult-child ratio fall below 1:8.

C. Migrant Education Programs

The Michigan Department of Education coordinates efforts for the flexible delivery of effective programs for migrant students. These efforts include preschool programs offered through local School Districts as well as private non-profit agencies. The per-slot allocation is the same as for Half-Day MSRP.

The following criteria must be met:

1. A program must operate for a minimum of six weeks.
2. The minimum number of teacher contact hours is 60. This is based on a half day, 2.5 hours per day, four day per week, six week program.
3. Operating for a period less than the usual 20 weeks will be prorated to reflect the number of children served for the length of the program.
4. Additional staffing requirements include the necessity of the teaching team, which includes one lead teacher and an associate teacher, remaining the same for the entire day every day that the class is scheduled.
5. Additional criteria can be found in Section 2, Recruitment and Enrollment.

D. Full-Day Programs

1. Introduction

Legislative language authorizing the Michigan School Readiness Program allows for school-day length programs under certain circumstances. Programs should consult with State Department of Education staff if they are concerned about eligibility for or compliance with the full-day option. "Full-Day" is defined as a program that operates for at least the same length of day as the local District's first grade program for a minimum of four days per week, 30 consecutive weeks per year and a minimum of 600 adult/child contact hours, with one day per week set aside for parent involvement, staff planning and/or professional development. If the program operates five days per week, staff must have time for planning, professional development and parent involvement. A classroom that offers a full-day program must enroll all children for the full day to be considered a full-day program. An All-Day/Alternate-Day preschool is NOT full-day under this definition.

2. Implementation Requirements

Full-day programs must follow the same guidelines as the Center-Based model. Additional staffing requirements include the necessity of the teaching team, which includes one lead teacher and an associate teacher, remaining the same for the entire day every day that the class is scheduled.

3. Licensing Guidelines

Full-day school readiness programs must comply with Public Act 116 of the Public Acts of 1973, as amended, the state licensing regulations governing child care. Before children can attend a classroom program, the Department of Human Services, Office of Children and Adult Licensing must approve the program. For information or to contact a regional office, call (517) 373-8300 in Lansing or check the web site http://www.michigan.gov/dhs to contact a regional office. Licensing rules are referenced in MCL 722.112.

The following child care center rules impact MSRP full-day programs:

Rule 103

(1 b) A program director shall be present for at least the following: at least 50 percent of the time children are in care, but not less than a total of six hours for programs operating six or more continuous hours.

Rule 106

(6) The center shall provide daily outdoor play when children are in attendance five or more continuous hours per day, unless prevented by inclement weather or other weather conditions that could result in children becoming overheated or excessively chilled.

(7) The center shall provide a naptime or quiet time when children under school-age are in attendance five or more continuous hours per day.

Rule 109

(1) The center shall provide each child enrolled for five or more continuous hours and upon a parent's request, each child in attendance during nap time, with a cot or mat constructed of a fabric or plastic which is easily cleanable for the exclusive use of the child between launderings.

Rule 110

(3) A child shall be served meals and snacks in accordance with the following schedule:

a) Four hours to six hours of operation: a minimum of one meal and one snack

b) Seven hours to ten hours of operation: a minimum of one meal and two snacks, or two meals and one snack

(7) Adequate staff shall be provided so that food service activities do not detract from direct care and supervision of children.

Rule 925

(1) The center shall have one toilet and one hand-washing sink for every 15 children or fraction thereof. A center operating less than five continuous hours shall provide at least one toilet and one hand-washing sink for every 20 children or fraction thereof beyond the first 20.

E. Additional Compliance Issues

1. Children must remain with qualified staff throughout the day, as well as remain in the licensed space.
2. Children should not be taken out of licensed space for snacks, meals or rest time.
3. Additional staff members must be available to allow the lead teacher and associate teacher time for required breaks. At no time may the required adult-child ratio fall below 1:8.

F. Funding

Each "full-day" MSRP child shall be counted as two children for the purpose of determining the number of children to be served. Districts/PSAs shall receive twice the half-day per-child allocation for each child enrolled in a MSRP full-day program. A District/PSA's allocation is not increased solely on the basis of providing a full-day program.

Funding Example based on FY2007:

1. A School District receives an award to serve 64 children at $3,300 per child ($211,200 total funding) in a half-day MSRP.
2. The District opts to have 16 children in a half-day morning session and 16 children in a half-day afternoon session.
3. The funding for these 32 children receiving half-day services would be based on 32 (16 morning half-day slots plus 16 afternoon half-day slots) times $3,300 for a total of $105,600.
4. The District also opts to have a full-day classroom with 16 children receiving full-day services and no children in that classroom attending half-day.
5. The funding for these 16 children receiving full-day services would be based on 16 times $6,600 for a total of $105,600.
6. The total funding for this District is still $211,200.

If ANY children in the full-day classroom attend half-day, the funding for the full-day classroom would be based on 16 times $3,300 for a total of $52,800. This would reduce the District's total funding to $158,400.

III. Required Components

A. Philosophy

The MSRP grantee begins with an underlying statement of beliefs about why it exists, what it will accomplish and how it will serve children and families. The written philosophy statement:

- is developed and reviewed by administrators, staff and the advisory committee;
- establishes a framework for program decisions and provides direction for goal-setting;
- is aligned with the ECSQ-PK and addresses local social, economic, cultural and family needs; and
- is promoted widely via program webpage, recruitment materials, classroom newsletters, parent-boards, etc.

B. Comprehensive Programming

Legislation and the Early Childhood Standards of Quality require comprehensive programming. In partnership with parents, the MSRP grantee supports:

- children's health (mental, oral, physical), nutrition and development across domains in responsive environments that celebrate diversity;
- linkage of comprehensive supports to curriculum;
- professional development for staff in referrals for needed services and documents all follow-up efforts; and
- a team approach toward child-specific plans for goals related to overall health and mental health.

C. Policies and Procedures

Parents should receive policies and procedures that are easy to read, understandable and brief. Grantees must have written policies and procedures that include the following:

- a program overview including philosophy statement, curriculum and child assessment information and parent involvement information;
- a child recruitment plan that includes procedures for selection and placement;
- confidentiality policy;
- school calendar;
- attendance policy;
- exclusion policy written to describe short term injury or contagious illness that endangers health or safety of child or others, ensuring that children are not excluded because of the need for additional support, unfamiliarity with a developmental level, assistance with toileting, staff attitudes and/or apprehensions;

- weather policy;
- illness policy;
- medication policy;
- accident and emergency policy;
- child discipline/conflict resolution policy;
- policy for reporting child abuse/neglect; and a
- grievance policy.

D. Staffing

The MSRP staff has appropriate credentialing, sophisticated knowledge of early childhood education and practices a team approach. A 1:8 adult-child ratio must be maintained at all times. Class size is capped at 18 children. Staff assigned to teach double sessions will be responsible for no more than 36 children.

The Early Childhood Specialist or Program Director:

- has a graduate degree in early childhood education or child development,
- has knowledge of the Early Childhood Standards of Quality for Prekindergarten (ECSQ-PK) and the Preschool Program Quality Assessment (PQA).
- has knowledge of MSRP requirements, policies and procedures,
- has completed additional coursework in areas such as
    - curriculum development,
    - evaluation,
    - program management and
    - staff development.
- has five or more years of relevant job experience that includes;
    - working with young children in a group setting,
    - program planning and implementation,
    - program evaluation,
    - staff supervision and development
    - program management, and
    - formal training in the full implementation of the curriculum and child assessment tool.
- collaborates in the administration of the program by;
    - taking the lead in the systematic, ongoing program evaluation using the PQA,
    - providing observation-feedback, recommendations for professional development and follow-up,
    - using the PQA, works with the teaching team to create meaningful program quality improvement goals and objectives, and
    - using an appropriate child assessment tool, works with the teaching team to create meaningful child development goals.

Based on the duties outlined above, it is awkward for a teacher to also serve as the Early Childhood Specialist.

The Lead Teacher:
MSRP formula (School Distrticts/PSAs) grant programs

- has a valid Michigan Teaching Certificate with an Early Childhood Endorsement (ZA).
- for grantees which subcontract with an eligible child development program, a teacher must have a valid Michigan Teaching Certificate with a ZA **or** a Bachelor's Degree in Child Development with specialization in preschool teaching.
- for grantees which subcontract with an eligible child development program, a teacher must have one of the following:
    - a valid Michigan Teaching Certificate with a ZA or
    - a valid Michigan Teaching Certificate with a current Child Development Associate (CDA) credential, or
    - a Bachelor's Degree in Child Development with specialization in preschool teaching.

MSRP Competitive (Agency) grant programs

- Teachers must have one of the following:
    - a valid Michigan Teaching Certificate with an Early Childhood Endorsement (ZA), **or**
    - a valid Michigan Teaching Certificate with a Child Development Associate (CDA) credential, **or**
    - a Bachelor's Degree in Child Development with specialization in preschool teaching.
- Teachers must have one of the following:
    - a valid Michigan Teaching Certificate with an Early Childhood Endorsement (ZA), or
    - a valid Michigan Teaching Certificate with a current Child Development Associate (CDA) credential, or
    - a Bachelor's Degree in Child Development with specialization in preschool teaching.

Noncompliance: Grantees that employ teachers who do not meet the requirements as indicated are in noncompliance status. If a grantee demonstrates to the Department that it is unable to hire qualified teachers, teachers who have significant but incomplete training in early childhood education or child development may be employed. Those programs will document recruitment efforts and annually submit written compliance plans.

1. Document recruitment efforts to include the following: identification of the search and screen committee, including individuals outside the hiring unit to serve as committee members, position description, advertisement(s), form letters and notices; and evidence of the journals, publications, electronic bulletin boards, institutions, departments, professional organizations, meetings, and personal and professional networks to which advertisements and notices are sent or offices/individuals with whom contacts are made.

2. Submit a written compliance plan for the individual teacher who does not meet the qualifications. This plan must outline how compliance is to be achieved and include an anticipated compliance date. The plan must include specific activities and timelines. For any individual on a compliance plan, educational progress must be noted. Educational progress is defined as completion of credit-bearing coursework and/or the field experience/student teaching necessary to complete the endorsement according to the work plan established for the endorsement candidate by the college or university.

3. A teacher's compliance plan must be completed within four years of the date of employment. Progress toward completion of the compliance plan shall consist of at least two credit-bearing courses per calendar year.

4. For subcontracted programs only, whether funded by school aid or through the Competitive process, teachers must minimally meet requirements of 90 credit hours and at least four year's teaching experience in a qualified preschool program. A qualified preschool program is defined as a program holding National Association for the Education of Young Children (NAEYC) accreditation, or one that has earned a quality score of 4.5 or higher on the Program Quality Assessment (PQA) as administered by a consultant from the Office of Early Childhood Education and Family Services.

The Associate Teacher

- is added with the ninth child
- must have one of the following:
    - a CDA **or**
    - an Associate of Arts Degree in Early Childhood, Preschool Education or Child Development, **or**
    - 120 clock-hours of documented, formal child care education offered by approved training organizations and approved by Michigan Department of Education staff. (Please reference the *Professional Training Program Options for Paraprofessionals in the Michigan School Readiness Program* at the end of this section.)
- has two years from the date of hire to complete appropriate training, but must have completed at least one formal course in child development when hired.

The Third Staff Person

- is added when the classroom exceeds 16 children, and
- must meet Office of Children and Adult Licensing, Department of Human Services, guidelines as "caregiver."

Substitute Staff

Grantees should ensure that substitute staff has a minimum of a CDA. Any long-term substitute (more than one week) should meet qualifications for the position being filled.

E. Team Teaching

Grantees ensure that staff implements a team teaching model, including the following:

- time is dedicated for the teaching team to plan, implement curriculum, assess children and support parent involvement through home visits, conferences and parent meetings. The high-quality MSRP dedicates time for planning on a daily basis,
- all teaching staff participate equally in planning activities,
- all teaching staff conduct and participate in children's activities,
- the lead teacher does not plan all activities; ensuring that the assistants and aides do not play minor non-teaching roles (e.g. wipe tables, prepare meals).

F. Teaching Practices

Teaching practices encompass everything the teaching team does to facilitate children's development, including organization of the indoor and outdoor learning environments, the nature of adult-child interactions, and strategies for transitions and grouping. Please refer to the ECSQ-PK and the PQA, Form A for further detail on high-quality indicators of teaching practices.

The MSRP daily routine must integrate multicultural materials and include appropriate amounts of time each day for children to:

- indicate their plans to adults, in a variety of ways and in ways that are consistent with individual developmental levels,
- carry out their plans, making many choices about where and how to use materials. Adults support children's efforts by listening, encouraging children's language, imitating children's ideas and words, and commenting on specific attributes of children's work. A minimum of one hour is to be allotted for uninterrupted choice-time,
- recall and discuss their activities in small groups following each choice time,
- engage in small-group activities which may be adult-initiated, but not adult-dominated,
- engage in large-group activities which may be adult-initiated, but not adult-dominated,
- have a snack or meal time,
- have transition times that actively engage them, and
- outside time where adults intentionally support and extend children's plans as they do indoors.

Note: The structure of the physical environment, daily routine, activities presented and the adult's approach, all have a direct influence on child behavior.

G. Conflict Resolution

The Discipline or Conflict Resolution policy must address procedures for the way adults support children as they solve problems with materials, do things for themselves, and assist children in resolving conflicts with peers.

In the MSRP classroom, adults:

- encourage children to do things for themselves throughout the day;
- treat conflict situations with children matter-of-factly;
- approach children calmly and stop any hurtful actions;
- acknowledge children's feelings;
- involve children in identifying the problem by gathering information from the children and restating the problem;
- ask children for solutions and encourage them to choose one together; and
- give follow-up support when children act on their decisions.

H. Challenging Behavior

Research tells us that young children who struggle with behavioral and emotional problems have a fifty percent chance of continuing to struggle into adulthood.

MSRP grantees must not deny enrollment or exclude a child based on challenging behavior or any disability because of staff attitudes and/or apprehensions, unfamiliarity with the behaviors or disability, the need to access additional resources to serve a specific child or the need for individualized planning and intentional teaching.

There is evidence that early childhood education minimizes challenging child behaviors when it focuses on child-initiated learning activities. In addition, positive behavior supports are most effective when offered to children through a system based on positive relationships with children, families and colleagues; creating supportive learning environments; intentional social-emotional teaching strategies and mental health consultation involving intensive individualized interventions.

The effective early childhood mental health consultant has appropriate certification and is familiar with program-centered consultation, where the goal is to build the capacity of staff, families and program systems to prevent, identify and reduce the impact of mental health problems in children and families. An ongoing relationship between the mental health professional and staff ensures familiarity with the needs of children and teachers, timely consultation and services..

I. "Specials"

MSRP classrooms housed within an elementary school are sometimes offered "specials" such as gym, music or P.E. classes. It is questionable whether the MSRP teacher who is implementing a comprehensive program (as required) has need of the "specials". In addition, the Department of Human Services (DHS) requires that all regular child use areas be licensed and MDE requires that MSRP maintain staffing guidelines with staff who have significant credentialing in early childhood education.

The following should also be considered:

- When staggered "specials" are in place, what are the effects on the consistent daily routine for children?
- How would "specials" impact the provision of an appropriate amount of time each day for other parts of the daily routine?
- Children who are at-risk of academic failure benefit most from developing strong and positive relationships with the MSRP classroom teachers. How would multiple teachers throughout the week affect a child's sense of safety, security and emotional development?
- What affects on children will emerge with the additional transitions that will be required of them?
- In following the ECSQ-PK, MSRP classrooms integrate attention to ALL learning domains throughout the day; if this is already in place in your classroom, is there really any need to undertake a practice which may be developmentally inappropriate?
- How can the grantee bring the expertise of the "specials" staff to the classroom as a normal part of the classroom experience? Consider team planning to ensure developmentally appropriate activities which adhere to the Early Childhood Standards of Quality for Prekindergarten (ECSQ-PK). The "specials" teacher could be incorporated into the classroom as the lead for large group or small group, assisting out-of-doors, etc. Even in this case, the specials teacher should have activities that reflect what is currently going on in the classroom, as opposed to isolated art, music or physical education lessons.
- How can "specials" staff contribute anecdotes for use in child assessment?

J. Meals/Snacks

All programs must follow guidelines of the Office of Children and Adult Licensing, Department of Human Services. Half-Day programs must minimally provide a snack. School cafeterias are problematic as snack/meal sites. Consideration should be given to time for transitioning, size of tables/chairs, auditory and visual over-stimulation, and the loss of quality time for adult-child interactions. All MSRP meals/snacks must be delivered family-style:

- children prepare for snack or mealtime by assisting with washing and setting tables, bringing food to the table and choosing where they will sit;
- children use child-sized furniture and materials so that they can easily serve themselves, pour their own beverages and pass food items to others;
- children assist in clean-up by clearing their place at the table;
- disposing of their leftovers, washing the table and pushing in their own chair;
- adults sit at the table and eat the same foods that children do, and adults participate in child-initiated conversation at snack or mealtime; and
- all meals/snacks must occur in licensed space, preferably in the children's classroom.

K. Parent Involvement

Parent engagement is critical to positive child outcomes. The MSRP provides a variety of opportunities for parents to become involved in the program and regularly seeks input from parents. See Section 8 for more information.

The program encourages parent participation by:

- providing child care;
- arranging transportation;
- scheduling events at times convenient for parents;
- making reminder phone calls;
- networking parents with one another; and
- addressing language, culture and work barriers.

Program activities include:

- volunteering in the classroom
    - parent's presence is welcomed and invited by staff
    - parents are provided worthy experiences in the classroom such as assisting in implementation of the daily routine with children
    - opportunities are announced to parents ahead-of-time
    - participating in special events
    - sharing a special interest such as fishing, photography or sewing,
- bringing in recyclables and helping to make play materials,
- attending parent meetings and workshops,
- serving on advisory councils,
- meeting with teachers to set developmental goals and discuss children's progress,
- supporting children's learning at home, and
- reading or contributing to a parent newsletter.

Parents are supported as active decision-makers. An MSRP participating in a county or inter-agency advisory council is required to also have a local committee with parents having full representation and input in establishing and reviewing program policies. Legislative requirements include:

- there is one parent for every 18 children enrolled in the program with a minimum of two parent or guardian representatives,
- the advisory committee shall do all of the following:
    - ensure the ongoing articulation of the prekindergarten, kindergarten and first grade programs offered by the District; (See Section 9 for more information.)
    - review the mechanisms and criteria used to determine participation in the early childhood program;
    - review the health screening program for all participants;
    - review the nutritional services provided to program participants;
    - review the mechanisms in place for the referral of families t community school social service agencies, as appropriate;
    - review the collaboration with and the involvement of appropriate community, volunteer, and social service agencies and organizations in addressing all aspects of educational disadvantage;
    - review, evaluate, and make recommendations to a local school readiness program or programs for changes to the school readiness program; and
    - must meet according to a regular schedule.

The value of parent involvement is acknowledged in a variety of ways. This might include:

- creative photo displays in the classroom and
- newsletter anecdotes.

L. Transportation

Providing child-transportation to and from the center contributes significantly to family access to the MSRP, but this service is not required.

The Department of Human Services (DHS) determines licensing requirements for the transportation of preschoolers. Licensing rules assure the safety and welfare of children; that children are properly supervised while being transported and are not confined in a vehicle for long periods of time. Licensing rules apply to both routine and field trip transportation. There are specific rules for center owned vehicles, vehicles of staff or volunteers, or other private transportation and also specific guidelines for public school bus transportation of preschoolers. Due to their smaller physical size, the National Highway Traffic Safety Administration (NHTSA) recommends pre-school age children transported in school buses always be transported in properly secured Child Safety Restraint Systems (CSRS).

MSRP grantees are to ensure that

- parents give permission for their children to be transported;
- children are escorted to and from transportation vehicles;
- children are offered adult assistance when entering and exiting transportation vehicles;
- there is one caregiver, in addition to the driver, when there are over 10 three-year-olds or over 12 four-year-olds on the bus; and
- children are not to be on a vehicle for more than one continuous hour.

To access the Child Care Licensing Rules in their entirety, please visit the DHS website at www.michigan.gov/dhs.

M. Subcontracting MSRP

Programs may be subcontracted to eligible child development, non-profit agencies, including other School Districts, agencies or organizations. The MSRP grantee maintains full responsibility for the program despite other fiscal relationships such as those involved with subcontracting. When subcontracting, the grantee may retain for administrative services an amount equal to not more than five percent of the grant amount. Subcontracting grantees must, in addition to providing the budget detail of their own anticipated expenditures, detail the anticipated expenditures of the subcontract. A written contract must be in place and include:

- how the grantee and subcontract will partner to ensure high-quality implementation of the MSRP, i.e., monitoring/auditing, orientation, mentoring and professional development of staff;
- an agreed-upon curriculum/child assessment tool and how staff will receive training on the full implementation of the tools;
- methods for partnership in conducting annual program evaluation using the PQA, with expectations that the program works toward a high-quality score on the PQA of 4.5 or higher;
- a timeline for required MSRP reports and the person responsible for completion of each report; and
- detail regarding the dissolution of the partnership, i.e., who will complete any outstanding reports after dissolution of a contract, ownership of materials purchased with MSRP funds and how materials will be transferred to the grantee.

Alignment between the
Early Childhood Standards of Quality for Prekindergarten (ECSQ-PK)
and the Program Quality Assessment (PQA)

Standards	PQA
The Program's Statement of Philosophy	No Alignment
Community Collaboration and Financial Support	
Program Standard 1: *The program shows evidence of participation in collaborative efforts within the community and has membership on the community's early childhood collaborative council.*	V-J Transition to kindergarten
Program Standard 2: *The program works cooperatively and collaboratively with other early childhood programs in the community in order to facilitate children's transition into and out of programs and from one program to another.*	V-J. Transition to kindergarten VII-D. Recruitment and enrollment plan VII-E. Accessibility for those with disabilities VII-G. Adequacy of program funding
Program Standard 3: *The program works with public and private community agencies and educational institutions to meet the comprehensive needs of children and families, to assist one another in the delivery of services, increase resources, and to strengthen advocacy efforts.*	VI-C Support staff orientation and supervision VI-D On-going professional development VI-E In-service training content and methods VI-G Professional organization affiliation VII-B Continuity in instructional staff VII-G Adequacy of program funding
Program Standard 4*: The program works with community volunteer groups, agencies, and the business community (e.g. senior citizen groups, libraries, United Way agencies, volunteer groups, faith-based groups, service organizations, business organizations).*	No alignment

Program Standard 5*: Funds are identified and used to purchase resources (e.g. staffing, space, equipment, materials) to provide an effective, accessible program.*	VII-G	Adequacy of program funding
Program Standard 6*: The program has funds necessary to employ qualified staff and provide staff development activities.*	VII-G	Adequacy of program funding
Physical and Mental Health, Nutrition and Safety		
Program Standard 1: *Programs address the need for continuous accessible health care (mental, oral, physical health, and fitness) for children.*	II-A IV-C V-E V-G V-H V-I VII-E	Meeting basic physical needs Comprehensive children's records Staff-parent informal information Formal meetings with parents Diagnostic/special education services Service referrals as needed Operating policies and procedures
Program Standard 2*: The program addresses the nutritional health of children.*	II-K	Snack or mealtime
Program Standard 3*: The program's policies and practices support the inclusion of children with special health care needs unless participation is deemed a risk to the safety or health of the child or others, or fundamentally alters the nature of the program.*	V-G V-H V-I VII-E VII-F	Formal meetings with parents Diagnostic/special education services Service referrals as needed Operating policies and procedures Accessibility for those with disabilities
Program Standard 4: *Programs address requirements for continuous safe environments for children.*	I-A VIIA	Safe and Healthy Environment Program licensed

Staffing and Administrative Support and Professional Development		
Program Standard 1: *Teachers are qualified to develop and implement a program consistent with the program philosophy and appropriate to the developmental and learning needs of the children and families being served, including the development of a continuing parent education and family involvement component.*	VI-B	Instructional staff background
Program Standard 4*: The staff participates in a variety of ongoing professional development activities (e.g. in-service training, professional workshops, courses at institutions of higher learning, teacher exchanges, observations, coaching).*	VI-C VI-D VI-E VI-F VI-G	Support staff orientation and supervision On-going professional development In-Service training content and methods Observation and feedback Professional organization affiliation
Program Standard *5: Staff professional/career development efforts are assisted and supported by administrative policies, practices, and appropriate resources.*	VI-C VI-D VI-E VI-F VI-G	Support staff orientation and supervision On-going professional development In-service training content and methods Observation and feedback Professional organization affiliation
Program Standard 6: *To achieve optimum educational outcomes for the children, the program applies staffing patterns and practices that allow for maximum staff/child interaction, program implementation and consistency of staff.*	VII-B	Continuity of care

Program Standard 7*: The program administrator is or the program employs an early childhood specialist who is qualified to administer or collaborate in the administration of the program, including supervision and management, program and staff evaluation, and program and staff development.*	VI-A	Program director qualifications
Program Standard 8:*The program employs an administrator who is qualified to implement, evaluate, and manage the program, the budget and serve as a link between the program, the community, and the appropriate local, state and federal agencies.*	VI-A VI-F	Program director qualifications Observation and feedback
Program Standard *9: The early childhood specialist and/or the program administrator has/have the responsibility for directing the evaluation activities of the program and instructional personnel.*	VI-A VI-F VII-C	Program director qualifications Observation and feedback Program assessment
The Partnership With Families		
Program Standard 1: *Families have multiple opportunities for regular involvement with the program and its staff including placement, planning for individualization and evaluation related specifically to their child.*	V-A V-B V-C V-D V-E V-G V-H VII-D	Opportunities for involvement Parents on policy-making committees Parent participation in child activities Sharing of curriculum information Staff-parent informal interactions Formal meetings with parents Diagnostic/special education services Recruitment and enrollment plan
Program Standard 2*: Families have multiple opportunities to participate in the child's classroom program as they prefer and are able to do so.*	V-A V-C VII-D.	Opportunities for involvement Parent participation in child activities Recruitment and enrollment plan

Program Standard 3*: Families are provided a range of opportunities outside of the classroom for participation, education and enrichment as part of their child's program as they prefer and are able to do so.*	V-D V-F V-J	Sharing of curriculum information Extending learning at home Transition to kindergarten
Program Standard 4*: The program's policies and practices promote support and respect for the home language, culture, and family composition of each child in ways that support the child's health, learning and social-emotional well-being.*	V-I VII-D	Service referrals as needed Recruitment and enrollment plan
Program Standard 5*: Family members and members selected from the community participate in the program's advisory council: the council has responsibility for recommending direction in the planning, development, implementation, and evaluation of the program.*	V-B	Parents on policy-making committees
Program Standard 6: *All families are provided with opportunities to assist in the evaluation of the program.*	V-B	Parents on policy-making committees
The Learning Environment: <u>Curriculum</u> Program Standard 1: *The curriculum is based on the predictable sequences of growth and development of three-and four-year old children.*	IV-A	Curriculum model
Program Standard 2*: The curriculum is designed to address all aspects of children's development and to further their learning with emphasis on the unique needs of the young child.*	IV-A	Curriculum model

Program Standard *3: The curriculum is designed to include experiences related to children's social, emotional, intellectual, language creative and physical development.*	IV-A Curriculum model
Program Standard 4*: The curriculum fosters the integration of the content areas to support children's development in all domains.*	IV-A Curriculum model VI-F Observation and feedback
Program Standard 5*: The curriculum is developmentally and linguistically appropriate and takes into account children's individual rates of development as well as individual interests, personalities, temperaments, languages cultural and family backgrounds, and learning styles.*	III-J Acknowledgement of children's efforts IV-A. Curriculum model IV-D Anecdotal note-taking
Program Standard 6*: The curriculum is designed to provide a developmentally and linguistically appropriate environment and adult guidance to enable the participation of children with special needs.*	II-D Time for child planning II-E Time for child-initiated activities II-F Time for child recall II-G Small-group time II-H Large group time III-A Meeting basic physical needs III-D Support for child communication III-G Encouragement of child initiatives III-I Opportunities for child exploration III-J Acknowledgement of child efforts III-K Opportunities for peer interactions IV-A Curriculum model

Program Standard 7*: The curriculum is designed so that activities are carefully sequenced in keeping with individual children's level of functioning and comprehension.*	II-A II-B III-I III-J IV-A IV-D	Consistent daily routine Parts of the day Opportunities for child exploration Acknowledgement of child efforts Curriculum model Anecdotal note-taking
Program Standard 8*: The curriculum is designed to promote individualized teaching and learning rather than requiring children to move in a group from one learning activity to the next.*	II-I II-J III-G III-H III-J III-L	Choices during transition times Cleanup time with reasonable choices Encouragement of child initiatives Support for child learning at group times Acknowledgement of child efforts Independent problem-solving
Program Standard 9*: The curriculum is designed to include experiences related to multicultural awareness.*	II-H	Diversity-related materials
Program Standard 10*: The curriculum is designed to enable children to learn those things that are important to them.* .	I-F II-D II-E II-F II-I II-J III-D III-G III-I	Varied and open-ended materials Time for child planning Time for child-initiated activities Time for child recall Choices during transition times Cleanup time with reasonable choices Support for child communication Encouragement of child initiatives Opportunities for child exploration

Program Standard 11*: The curriculum is designed around all children's abilities to make sense of the world and acquire competence as life long learners.*	I-B II-D II-E III-G III-I	Defined interest areas Time for child planning Time for child-initiated activities Encouragement of child initiatives Opportunities for child exploration
<u>Climate</u> Program Standard 1: *The program is structured to enhance children's feelings of comfort, security and self-esteem and development of positive relationships with adults and other children.*	III-A III-B III-C III-G III-J III-L III-M	Meeting basic physical needs Handling separation from home Warm and caring atmosphere Encouragement of child initiatives Acknowledgement of child efforts Independent problem-solving Conflict Resolution
Program Standard 2*: The program is structured to assure that children's biological and physical needs are met.*	I-D II-A II-K II-L III-A III-B VII-A	Outdoor space, equipment, materials Consistent daily routine Snack or meal time Outside time Meeting basic physical needs Handling separation from home Program Licensed
Program Standard 3*: The program's policies and practices support the enrollment and participation of all children including those with disabilities and promote an environment of acceptance that supports and respects gender, culture, language, ethnicity, individual capacities, and family composition.*	I-H III-C III-E VII-D VII-F	Diversity-related materials Warm and caring atmosphere Support for non-English speakers Recruitment and Enrollment Accessibility for those with disabilities

Program Standard 4*: The program uses positive guidance techniques which further children's development of self-control, responsibility and respect for self, others, and property.*	III-J III-L III-M VII-E	Acknowledgement of child efforts Independent problem-solving Conflict Resolution Operating policies and procedures
Program Standard 5*: The philosophy and the program's policies and practices support an appropriate environment and adult guidance for the participation of children with special needs and home languages other than English.*	I-A I-H II-A III-A III-C III-E III-F III-G III-H III-L III-J III-K III-L	Safe and healthy environment Diversity-related materials Consistent daily routine Meeting basic physical needs Warm and caring atmosphere Support for non-English speakers Adults as partners in play Encouragement of child initiatives Support for child learning at group times Opportunities for child exploration Acknowledgement of child efforts Encouragement for peer interactions Independent problem-solving
<u>Teaching Practices</u> Program Standard 1: *The value of play is demonstrated throughout all aspects of the program and children have opportunities to use play to translate experience into understanding.*	II-A II-B II-C II-E II-G II-H II-L IV-C	Consistent daily routine Parts of the Day Appropriate Time for Each Part of the Day Time for Child-Initiated Activities Small-Group Time Large-Group Time Outside Time Curriculum Model

Program Standard 2*: Activities are designed to help children learn concepts and skills through active manipulation of a wide variety of materials and equipment.*	I-D Outdoor space, equipment and materials I-F Varied and open-ended materials I-G Plentiful materials I-H Diversity-related materials
Program Standard 3*: The program is planned and implemented to permit children to learn from exploration, acquisition of skills and knowledge, practice and application.*	III-G Encouragement of child Initiatives III-H Support for child learning at group times III-I Opportunities for child exploration III-J Acknowledgement of child efforts III-K Encouragement for per interactions
Program Standard 4*: Activities are designed so that concepts and skills are appropriately presented using a variety of methods and techniques.*	I-E Organization and labeling of materials II-A Consistent daily routine II-E Time for child-initiated activities II-G Small-group time II-H Large group time
Program Standard 5*: Technology tools are used to support teaching practices.*	No alignment
Program Standard 6*: Formal and informal grouping practices are used to strengthen children's learning.*	II-D Time for child planning II-E Time for child-initiated activities II- F Time for child recall II-G Small-group time II-H Large group time II-I Choices during transition times II-J Cleanup with reasonable choices II-K Snack or meal time II-L Outside time

Program Standard 7*: Child-child interactions are encouraged through the use of learning experiences that include cooperative play, conflict resolution, and large, small interest-based, and multi-age groupings.*	II-E II-G II-H III-K III-M	Time for child-initiated activities Small-group time Large group time Encouragement for peer interactions Conflict resolution
Program Standard 8*: The daily routine/schedule is predictable, yet flexible.*	II-A II-B II-C Part II-G II-H	Consistent Daily Schedule Parts of the Day Appropriate Time for Each of the Day Small-group time Large group time
Program Standard 9*: Routines and transitions between activities are smooth and kept to a minimum.*	II-I II-J II-K	Choices During Transition Times Cleanup Time With Reasonable Choices Snack or Meal Time
Program Standard 10*: Adults use language and strategies which enhance children's language and critical thinking.*	III-C III-D III-E III-F III-G III-H III-K III- L III-M	Warm and caring atmosphere Support for Child Communication Support for Non-English Speakers Adults as Partners in Play Encouragement of Child Initiatives Support for Child Learning at Group Times Encouragement for Peer Interactions Independent Problem-Solving Conflict Resolution
Program Standard 11*: Teachers are enthusiastic models of life-long learning providing children with many opportunities to explore, manipulate, investigate, and discover.*	II-G II-H III-G III-I III-L	Small-group time Large group time Encouragement of Child Initiatives Opportunities for child exploration Independent problem-solving

<u>Facilities, Materials, and Equipment</u> Program Standard 1*: The facility is safe and secure and complies with the legal requirements of the local, state, and/or federal licensing or accrediting Agency having jurisdiction over the program.*	I-A Safe and Healthy Environment VII-A Program Licensed
Program Standard 2*: The indoor physical space is organized into functional learning centers that can be recognized by the children and that allow for individual activities and social interactions.*	I-B Defined interest areas I-C Logically located interest areas
Program Standard 3*: The outdoor physical space is safe and allows for individual activities and social interactions.*	I-D Outdoor space, equipment, materials II-L Outdoor Time
Program Standard 4*: Equipment, toys, materials, and furniture reflect the curriculum, are age-appropriate, safe and supportive of the abilities and developmental level of each child served.*	I-D Outdoor space, equipment, materials I-F Varied and open-ended materials I-G Plentiful materials I-H Diversity-related materials
Program Standard 5*: Computer software used in the program is developmentally appropriate for young children and reflects the program's curriculum. Technology tools are integrated into the learning environment.*	No alignment
<u>Child Assessment and Program Evaluation</u> Program Standard 1: *The program uses information gained from a variety of child assessment measures to plan learning experiences for individual children and groups.*	IV-D Anecdotal note taking by staff IV-E Use of child observation measure IV-E Use of child observation measure

Program Standard 2*: The program uses information from child assessments to effectively communicate children's progress with their parents.*	V-D V-E V-G	Sharing of curriculum information Staff-parent informal interactions Formal meetings with parents
Program Standard 3: *The program uses appropriate assessment tools to help identify children who may require additional specialized programs and interventions.*	V-H V-I VI-F	Diagnostic/special education services Service referrals as needed Observation and feedback
Program Standard 4*: The program implements program evaluation processes to learn how the program can be improved and be accountable.*	VI-F VII-C	Observation and feedback Program Assessment
Program Standard 5*: Assessment tools used for any purpose are those which are best suited for the purpose, which meet professional standards, and which are used in an appropriate manner.*	VI-D VI-E VI-F	On-going professional development In-service training content and methods Observation and feedback

MICHIGAN DEPARTMENT OF EDUCATION
OFFICE OF EARLY CHILDHOOD EDUCATION
AND FAMILY SERVICES
MICHIGAN SCHOOL READINESS PROGRAM

PROFESSIONAL TRAINING PROGRAM OPTIONS FOR PARAPROFESSIONALS IN THE MICHIGAN SCHOOL READINESS PROGRAM

The *Early Childhood Standards of Quality for Prekindergaren* includes the mandated training requirements for staff members for the Michigan School Readiness Program. Program Standard 2.1.a refers to the training of the early childhood paraprofessional or associate teacher, with an: "associate's degree in early childhood/preschool education, child development, child care, or hold Child Development Associate (CDA) credentials or equivalent continuing education experience, as approved by a college or the State Board of Education."

Training Options: All paraprofessionals or Associate Teachers not "grandparented" must complete *one of the three* training options. Newly hired paraprofessionals or Associate Teachers have two years from the date of hire in a Michigan School Readiness Program to complete the training. The options for training are:

1. An associate's degree in early childhood/preschool education, child development, or child care or equivalent;

OR

2. A Child Development Associate (CDA) credential or other equivalent nationally-recognized credential;

OR

3. One hundred twenty clock hours of documented formal child care education offered by approved training organizations, with no fewer than ten hours in each of the following content areas (from the CDA requirements):

   (a) Planning a safe, healthy environment to invite learning.
   (b) Steps to advance children's physical and intellectual development.
   (c) Positive ways to support children's social and emotional development.
   (d) Strategies to establish productive relationships with families.
   (e) Strategies to manage an effective program operation.
   (f) Maintaining a commitment to professionalism.
   (g) Observing and recording children's behavior.
   (h) Principles of child growth and development.

The following organizations could offer approved training modules:

Colleges and universities
Community colleges
Vocational education departments of high schools
Intermediate School Districts
Local School District in-service training sessions
Local community education courses
In-service training offered by Head Start agencies
4C Association (Community Coordinated Child Care) state or local agencies
Red Cross First Aid Training
National, Michigan, or local Association for the Education of Young Children
Conferences and workshops
Department of Human Services Child Day Care Licensing Division
Others by pre-approval of an Intermediate School District or the Michigan Department of Education
Any organization receiving State Board Continuing Education Units

Taken from the booklet, *The Child Development Associate National Credential* (May 1995), available from the Council for Early Childhood Professional Recognition, 1341 G Street, N.W., Suite 400, Washington, DC 20005-3105.

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

JENNIFER M. GRANHOLM
GOVERNOR

THOMAS D. WATKINS, JR
SUPERINTENDENT OF
PUBLIC INSTRUCTION

MEMORANDUM

TO: Michigan School Readiness Program Professionals

FROM: Michigan School Readiness Consultants

SUBJECT: Documented Formal Early Childhood Education Option Individual Record Sheet

Attached is a record form for keeping track of the sessions and workshops you attend to meet the training requirements for paraprofessionals in the Michigan School Readiness Program. You must document 120 clock hours of training offered by approved training organizations, with no fewer than ten hours in each of the following content areas (taken from the CDA requirements):

(a) Planning a safe, healthy environment to invite learning.
(b) Steps to advance children's physical and intellectual development.
(c) Positive ways to support children's social and emotional development.
(d) Strategies to establish productive relationships with families.
(e) Strategies to manage an effective program operation.
(f) Maintaining a commitment to professionalism.
(g) Observing and recording children's behavior.
(h) Principles of child growth and development.

Please complete the form according to the following guidelines:

1. Include a cover letter with your name, work address, and phone number.
2. Duplicate the form before you begin recording your training. Keep a blank form to duplicate so that you have space to record all of your training.
3. You must include documentation of your participation in each session. You may do so by asking the presenter to sign the individual record sheet, or by writing "see attached" in the space on the form and attaching a certificate of attendance, CEU award, or other document certifying your participation in the session.
4. When you have completed the training, send your form and documentation to the Michigan Department of Education, Office of Early Childhood Education and Family Services, P.O. Box 30008, Lansing, MI 48909.
5. If your training is approved, you will receive a letter from the Department.

MICHIGAN DEPARTMENT OF EDUCATION – Office of Early Childhood Education and Family Services,– P.O. Box 30008, Lansing, MI 48909 – (517) 373-8483

Michigan School Readiness Program: Paraprofessional Training

Name: _____ School District/Agency: _____

School Year: _____

DOCUMENTED FORMAL EARLY CHILDHOOD EDUCATION OPTION

*

Training Organization	Date	Topic & Presenter	Type of Training	Content Area* (see below)	Hours	Signature of Presenter

Content Areas:

1. Environment – Planning a safe, healthy environment to invite learning development
2. Physical & Intellectual Dev. – Steps to advance children's physical and intellectual development
3. Social & Emotional Dev. – Positive ways to support children's social and emotional development
4. Family Relationships – Strategies to establish productive relationships with families
5. Program Operation – Strategies to manage and effective program operation
6. Professionalism – Maintaining a commitment to professionalism
7. Authentic Assessment – Observing and recording children's behavior
8. Growth & Development – Principles of child growth and development

Section 5

Center-Based Curriculum Models

I. Introduction

The term curriculum model refers to an educational system that combines theory with practice. A curriculum model has a theory and knowledge base that reflects a philosophical orientation and is supported by child development research and educational evaluation. The practical application of a curriculum model includes guidelines on how to set up the physical environment, structure the activities, interact with children and their families, and support staff members in their initial training and ongoing implementation of the program. Curriculum models should be central to any discussion of early childhood programs. Curriculum models are essential in determining program content and in training and supervising staff to implement high-quality programs. The MSRP reflects the value of play in both the program philosophy statement and in the comprehensive curriculum. Teaching teams will need professional development to implement an appropriate curriculum.

One of the most controversial topics in early childhood revolves around the issue of a *child-centered approach* or a *content-centered approach*. A *child-centered classroom* is organized around the principle that children learn best by following their own personal interests and goals. The teacher's role in a child-centered classroom is to provide a rich environment, and to facilitate children's natural development by sharing control with children, focusing on their strengths, forming close relationships, and supporting children's play ideas. A *content-centered classroom* is organized around the principle that there are skills and dispositions that children need to be taught if they are to be prepared for later schooling and life. The teacher's role in a content centered classroom is to provide a sequence of experiences that will achieve those instruction goals for the children. The use of a content-centered approach is very challenging as staff needs to create a balance between content-centered and child-centered classroom activities that teach while engaging and developing children's interests, through both fun and educational means.

II. Selecting Curriculum

It is important, when selecting a curriculum model, not only to refer to the program's student population and philosophy but to use the *Early Childhood Standards of Quality for Prekindergarten (ECQS-PK)* as a guide. The following questions can serve as a tool for guiding curriculum selection:

1. **Is the curriculum "research based and research validated"?** Are elements of the curriculum clearly based on research about the development of young children? Has research demonstrated the effectiveness of the curriculum model in improving outcomes or results for children?
2. **Are both scope and sequence included in the design?** Are the relevant domains of development included? Is there evidence that the curriculum is tied to children's developmental progress?
3. **What domains are included?** Are there learning experiences and activities in all areas of development outlined in the *Michigan Early Childhood Standards of Quality for Prekindergarten (ECQS-PK)*. Does the methodology promote important development in "approaches to learning" such as initiative, persistence, and imagination?
4. **Are the materials appropriate?** Are the materials appropriate for the age and level of development of four-year-old children, including both children with special needs and those who may be more advanced in certain areas? Are the materials free of cultural bias? Do the materials reflect the interest and home culture of the local community? Do the materials represent a balance of the need for teacher planning and child initiation of learning activities?
5. **Is there a balance of teacher planned and child initiated activities?** Does the Daily Routine support a balance between adult-initiated and child-initiated activities? Does the curriculum encourage teachers to plan themes and areas of investigation based on the interests of the children?
6. **Are materials available throughout the learning environment to support systematic child observation in order to assess children's abilities?** Is there evidence that assessment for instructional purposes is integral to implementation of the curriculum?
7. **Are the teacher materials appropriate?** Is there adequate explanatory material for the teachers on how to implement the curriculum?
8. **Is staff development recommended?** Is there a training component to support full implementation of the curriculum?
9. **Horizontal Alignment.** Is the content of ECSQ-PK, curriculum and child assessments aligned?
10. **Vertical Alignment.** Is the content of ECSQ-PK, local kindergarten grade level content expectations, curriculum, and child assessment aligned?

III. Commonly Used Curriculum Models Validated by Research

MSRP grantees are to use research validated curriculum which aligns with the *Early Childhood Standards of Quality for Prekindergarten (ECSQ-PK).* The following curricula may or may not be aligned with the ECSQ-PK.

A. Bank Street

www.bnkst.edu

1. Fosters children's development by offering diverse opportunities for physical, emotional, cognitive, and social growth.
2. Takes into account that children learn at different rates in different ways.
3. Arts and science education are woven in with social studies-centered lessons and activities that help children find meaning in the world around them.
4. *Explorations with Young Children: A Curriculum Guide from Bank Street College of Education* by Ann Mitchell and Judy David assists early childhood teachers in developing their own curricula based on the needs and interests of children.

B. Creative Curriculum®

www.teachingstrategies.com

1. Focuses on eleven interest areas or activities in the program environment: blocks, dramatic play, toys and games, art, sand and water, library, discovery, music and movement, cooking, computers, and the outdoors.
2. Helps teachers understand how to work with children at different developmental levels to promote learning.
3. Guides teachers in adapting the environment to make it more challenging.
4. Includes a parent component.
5. Audiovisual resources are available.
6. Offers an alignment with the Michigan Early Childhood Standards of Quality for Prekindergarten (ECQS-PK) on website.

C. High/Scope

www.highscope.org

Used in both public and private half- and full-day preschools, nursery schools, Head Start programs, child care centers, Home-Based child care programs, and programs for children with special needs.

1. Based on the fundamental premise that children are active learners who learn best from activities that they plan, carry out, and reflect on.
2. Fifty-eight key experiences in child development for the preschool years are identified.

3. These key experiences are grouped into ten categories: creative representation, language and literacy, initiative and social relations, movement, music, classification, serrations, numbers, space, and time.
4. A central element of the day is the "plan-do-review sequence" in which children make a plan, carry it out, and then reflect on the results.
5. The daily routine also includes times for small and large group experiences and time for outside play.
6. Offers an alignment with the Michigan Early Childhood Standards of Quality for Prekindergarten (ECQS-PK) on website.

D. Montessori

www.montessori.org

1. Method is based on the work and writings of the Italian physician Maria Montessori.
2. Method appears to be the first curriculum model for children of preschool age that was widely disseminated and replicated.
3. Based on the idea that children teach themselves through their own experiences.
4. Provides a carefully prepared and ordered environment.
5. The curriculum focuses on five areas: practical life, sensory awareness education, language arts, mathematics and geometry, cultural subjects.
6. Materials proceed from the simple to the complex and from the concrete to the abstract.

E. The Project Approach

www.project-approach.com

1. This approach emphasizes integration of the curriculum.
2. A project is an in-depth investigation of a specific topic with the main goals of finding out more about the topic rather than to seek answers to questions proposed by the teacher.
3. Either the children or teacher can generate the topic.
4. The questions to be addressed and investigated during the project are generated and developed by the children.
5. Project work should not constitute the whole curriculum but should address the more informal parts of the curriculum.

F. Tools of the Mind

http://www.toolsofthemind.org

The Tools of the Mind program is based on a Vygotskian approach, incorporating the idea that cognitive and social/emotional self-regulation is important to school readiness. Brain research indicates that the areas of the brain responsible for self-regulatory capacities develop during preschool (Blair, 2002). The importance of self-regulation is not only supported by research evidence, it is ranked as the major characteristic necessary for school readiness by Kindergarten teachers (Nelson, et al., 1999).

There are five primary aspects of a *Tools of the Mind* classroom:

1. It is a classroom where children engage in activities that help them develop focused attention and deliberate memory.
2. It is a cooperative classroom where children learn to work with each other, help each other learn, and are not afraid to make mistakes.
3. It is a classroom where children develop cognitive and emotional skills by engaging in mature play. This includes children developing play plans and cooperating with other children to create play scenarios.
4. It is a classroom where literacy and math skills are taught in an individualized manner—without whole group instruction—in a way that is efficient and manageable for the teacher.
5. It is a classroom that fosters creativity and imagination through drawing, painting, story creation, and play.

G. Reggio Emilia

www.reggioalliance.org

This approach emphasizes the involvement of children, staff, and parents in the learning experience and is based on the following principles:

1. Emergent Curriculum: An emergent curriculum is one that builds upon the interests of children. Teachers work together with children to formulate hypotheses about the possible directions of a project, the materials needed, and possible parent and/or community support and involvement.
2. Representational Development: Similar to the idea of teaching through the use of multiple intelligences, the Reggio Emilia approach calls for the integration of the graphic arts as tools for cognitive, linguistic, and social development.
3. Collaboration: Collaborative group work, both large and small, is considered valuable and necessary to advance cognitive development. Children are encouraged to dialogue, critique, compare, negotiate, hypothesize, and problem solve through group work.
4. Teachers as Researchers: Working as a member of a teaching team, the role of the teacher is that of a learner alongside the children. The teacher is a facilitator and resource.
5. Documentation: Similar to the use of a portfolio, documentation of children's work in progress is viewed as an important tool in the learning process for children, teachers, and parents.
6. Environment: Within the Reggio Emilia schools, great attention is given to the look and feel of the classroom. The environment is considered an important and essential component of the learning process.

H. Theme-Based Model

Kostelnik, M. J., Soderman, A. K., & Whiren, A. P. (2004). *Developmentally appropriate curriculum: Best practices in early childhood education.* Upper Saddle River, NJ: Pearson.

Stein, Laura, Barbara Rohde, Donna Howe, Kit Payne, Grace Spalding, Duane Whitbeck, Marjorie J. Kostelnik, (2004). *Teaching Young Children Using Themes.* Scott, Foresman and Company.

A theme-based model emphasizes the importance of forming patterns and helping children understand the connections to new learning by building on existing knowledge through common classroom experiences. Child development expert Jane Healy indicates, "I am increasingly convinced that patterns are the key to intelligence. Patterning information means really organizing and associating new information with previously developed mental hooks."

1. A theme is an idea or topic that a teacher and children can explore in many different ways.
2. The theme is often based on the learners' culture, environment or shared experiences.
3. Themes should arise from the kinds of events that take place in the classroom on a daily basis.
4. Children should be involved in the planning stages.
5. Teachers can integrate learning experiences across all domains.
6. Themes work best when the teacher considers the total needs of the children and uses the themes to invite new learning.
7. Themes should be custom-designed to fit the teacher and the children.

IV. Supplemental Curriculum Models

Supplemental curricula are not required. Some teachers may find that additional assistance or enrichment is needed. When considering a supplemental curriculum, the same guiding questions, indicated earlier in Section 5, are addressed. The following models are some of the supplemental curriculum models available. The models may or may not align with the Early Childhood Standards of Quality for Prekindergarten (ECSQ-PK).

A. Early Literacy

Building Early Literacy and Language Skills (BELLS)
www.sopriswest.com

1. Describes what young children do and what they need within developmental sequences in the early and emergent literacy foundation of oral language, phonological awareness, and print development.

2. More than 70 developmentally appropriate activities facilitate the development of the necessary skills.
3. Each of the skill areas are described in detail including the various stages through which young children progress.
4. A checklist and emergent literacy screening are included for the purpose of providing a better understanding of what skills children have and have not as yet acquired in oral language, phonological awareness, and print development.

Growing Readers Early Literacy Curriculum
www.highscope.org

1. Children are actively engaged in instruction in literacy comprehension, phonological awareness, alphabetic principle, and concepts about print.
2. Materials include:
   a. Comprehensive set of plans for more than 90 teacher-led small-group activities;
   b. Children's book collection; and
   c. Comprehensive teacher guide, including scope and sequence, individual and group progress profiles and activity log.

Opening the World of Learning
www.pearsonearlylearning.com

1. A curriculum designed to develop language and early literacy skills using the areas of math, science, and social studies.
2. Unit topics include: Family, Friends, Wind and Water, World of Color, Shadows and Reflections, and Things that Grow.
3. Incorporates children's books, songs, and poems to develop themes, skills, and concepts.
4. Provides instruction for whole-group, small-group and individual activities.

B. Math

Real Math
www.srarealmath.com

1. Daily emphasis on real world connections and math concept integration through cross-curricular applications.
2. Materials include:
   a. Teacher edition including background information and strategies;
   b. Assessment options;
   c. Integrated online package offering lessons, assessments, games, and professional development; and
   d. Big books chosen to help teach math concepts.

Big Math for Little Kids
http://dev.pearsonlearning.com/bigmath/main.cfm?page=standards

1. Activity-based mathematics program developed for pre-k and kindergarten, funded by the National Science Foundation.
2. Content areas: number, shape, patterns and logic, measurement, spatial relations.
3. Components: full color story-books for classroom use, take-home consumable storybooks for children, program overview for planning, support and implementation, teacher guides for activities, assessment and family connections, and manipulative kits.

C. Physical Development and Health

Starting Healthy©
www.nche.org

1. A comprehensive preschool health education curriculum.
2. Provides concrete objectives for 74 health lessons.
3. Addresses the physical, emotional, and cognitive requirements of children.
4. Provides parent training program agendas focused on maximizing family involvement.

Michigan Team Nutrition; Read, Learn & Grow
http://www.tn.fcs.msue.msu.edu/Michigan%20Team%20Nutrition%20Preschool%20Booklist.pdf
Young children are particularly interested in stories that describe or depict things that are connected to their own everyday lives such as food, eating, grocery shopping, cooking, playing with friends, and family mealtime. The Team Nutrition messages are:

1. Eat a variety of foods.
2. Eat more fruits, vegetables and whole grains.
3. Eat lower fat foods more often.
4. Get your calcium-rich foods.
5. Be physically active.

D. Social-Emotional Development

DECA Program Classroom Strategies
http://ww.devereuxearlychildhood.org/

1. The Devereux Early Childhood Assessment (DECA) offers individualized plans designed for particular children with low socio-emotional scores, and also, emphasizes the importance of classroom wide plans.
2. Strengthens within-child protective factors through implementation of strategies in both school and home environments.
3. Appropriate for all children ages 2-5.

Second Step
www.cfchildren.org

1. A classroom-based social skills program.
2. Designed to reduce impulsive, high-risk, and aggressive behaviors.
3. Designed to increase children's social-emotional competence.
4. Lesson content is organized into three skill-building units covering: empathy, impulse control and problem solving, and anger management.

The Incredible Years
www.incredibleyears.com

1. The Dina Dinosaur Classroom-based Curriculum is designed to improve peer relationships and reduce aggression both at home and school.
2. Based on 60 lesson plans, it can be delivered in the classroom two to three times per week in 15-20 minutes circle time discussions.
3. Circle time discussions are followed by small group practice activities.
4. A parent involvement component is available.
5. A series of training videotapes is also available to show teachers how to implement the program using four steps: planning, presenting (in circle time), practicing (in small groups) and promoting (throughout the day).

Section 6

Home-Based Model

I. Introduction

Local School Districts/public school academies and agencies may choose to provide Michigan School Readiness Program services through a Home-Based model. The Home-Based model serves families of four-year-old children primarily in their homes. The visiting staff person, the home visitor, facilitates learning experiences with the primary adult and child enrolled in the program. The focus of activity in the Home-Based model is to provide the parent or guardian with the information, skills and resources necessary to nurture the growth and development of the enrolled child. Research has shown the more child-focused the home visits are in content, the higher the levels of the child's cognitive and language development. This model leads to an increase in the parent or guardian's understanding of child development as well as leads to a more stimulating home environment e.g., provision of play materials, age appropriate children's books. Programs utilizing the Home-Based model also provide opportunities for group experiences for their families (parent and child) on a regular basis. The per-slot allocation is the same as for Half-Day MSRP.

II. Home-Based Model Criteria

The following criteria serve as the guidelines for the operation of this model and were approved by the State Board of Education in April 1996.

A. Home visits must be conducted with a parent, guardian, or primary caregiver, not a babysitter or child care provider.
B. Program may occasionally find it most appropriate to work with a primary caregiver who is making decisions about the child and who will profit most from the parent training, such as a grandparent, aunt, or soon to be legal guardian.
C. Programs should consider flexible scheduling of visits in order to include parents who would otherwise not be able to participate in the visit.
D. An Individualized Service Plan, including goals and objectives, must be developed and maintained for each enrolled child and family. It is suggested that goals in the areas of child development, parenting education, and interactive parent-child literacy be written with each family.

E. Services planned by programs must include:
   1. A minimum of 20 home visits to each family during the first program year and 30 visits for each continuing year;
   2. Home visits must be conducted for a minimum of 60 minutes excluding transportation time;
   3. Ten cluster activities the first program year and 15 cluster activities each continuing year; and
   4. Each cluster activity must include two components, one for children and one for adults. Each activity must be conducted for a minimum of two hours.

F. Staff assigned to the Home-Based model, funded by the Michigan School Readiness Program, must include, at a minimum:
   1. Program Specialist
      a. An early childhood or adult education specialist must be identified to administer or consult with the program.
      b. The program specialist must have a graduate degree with a background in early childhood education, child development, family life education, adult education, or a related field.
      c. This individual must receive interdisciplinary training in both working with young children and with adult family members.
   2. Home Visitor
      The home visitor must minimally have either an associates or bachelors degree in child or human development, early childhood education, family life education, parenting, social work or related field **or** a Child Development Associate credential (CDA).

G. Each grantee must submit a yearly training plan that minimally includes:
   1. Plans for the orientation of new staff to the program;
   2. Plans for in-service training in community resources and services to which staff may need to refer families;
   3. A description of the interdisciplinary training opportunities that will be offered to staff during the program year, either as local or in-District training or through regional conferences.
   4. Training shall be planned for in at least two of the following areas for each staff person:
      a. Child development;
      b. Developmentally appropriate practice;
      c. Family centered services; and
      d. Adult education.

      Programs are responsible for maintaining records showing attainment of the training plan.

H. Caseload and job responsibilities for home visiting staff must be developed within the following guidelines:
   1. The maximum caseload size is 16 families per home visitor over a minimum period of 20 weeks for the first year and 30 weeks for continuing years.
   2. Each week time must be allotted in a home visiting schedule for planning and record keeping of the visits.
   3. Time must be allotted for planning, carrying out and record keeping of the group component.

III. Cluster Meetings

Possible cluster activities may include:

1. Workshops (guest speakers could be provided)
2. Sharing of information about parenting issues and child development
3. Providing an opportunity for parents to observe their children with other children
4. Providing an opportunity for parents to practice parenting skills
5. Field Trips such as to the local library
6. Transition Activities

IV. Advisory Committees

1. Parents are represented on program advisory and/or policy making committees.
2. There is one parent for every 18 children enrolled in the program with a minimum of two parent or guardian representatives.
3. The advisory committee shall do all of the following:
    a. Ensure the ongoing articulation of the early childhood, kindergarten, and first grade programs offered by the District.
    b. Review the mechanisms and criteria used to determine participation in the early childhood program.
    c. Review the health-screening program for all participants.
    d. Review the nutritional services provided to program participants.
    e. Review the mechanisms in place for the referral of families to community school social service agencies, as appropriate.
    f. Review the collaboration with and the involvement of appropriate community, volunteer, and social service agencies and organizations in addressing all aspects of educational disadvantage.
    g. Review, evaluate, and make recommendations to a local school readiness program or programs for changes to the school readiness program.

Note: A MSRP participating in a county or interagency advisory council is required to also have a local committee with parents having full representation and input in establishing program policies.

IV. Home-Based Program Model

The selection of the program model is crucial to the success. The program selected must meet not only the Michigan State Board of Education criteria, be in keeping with the *Early Childhood Standards of Quality for Prekindergarten (ECSQ-PK)*, but should directly address the goals that have been established by the individual program for the participating families and children.

A. Home Instruction Program for Parents of Preschool Youngsters (HIPPY)

www.hippyusa.org/

1. Home-Based, family focused program that helps parents provide educational enrichment.
2. The curriculum focuses on the development of cognitive skills, including language development, problem solving, logical thinking and perceptual skills.
3. The curriculum promotes the development of social/emotional, fine and gross motor skills.
4. The curriculum is written in a structured format with 30 weekly activity packets for the home visitor, nine storybooks, and a set of 20 manipulative shapes.
5. Skills and concepts are developed through a variety of developmentally appropriate activities such as reading, writing, drawing, listening, singing, playing games, puppetry, cooking, etc.
6. The program is delivered by home visitors who are members of the participating communities and as well as parents in the program.
7. Home visitors must have one of the following:
   a. Associate's or bachelor's degree in child or human development;
   b. Early childhood education;
   c. Family life education;
   d. Parenting;
   e. Social work; or
   f. A related field.
8. Home visitors role-play the activities with the parents during visits lasting a minimum of 30 minutes. (MSRP requires home visits be conducted for a minimum of 60 minutes excluding transportation time.)
9. Materials are available in English and Spanish.

B. Parents as Teachers (PAT)

www.parentsasteachers.org

1. Personal visits are the major service delivery component. During these visits, parent educators:
   a. Share age-appropriate child development information with parents,
   b. Help them to observe their own child,
   c. Address their parenting concerns, and
   d. Involve parents in age-appropriate activities with the child.
2. Parent group meetings provide opportunities to share information about parenting issues and child development.
3. Periodic screening for early identification of developmental delays or health, vision and hearing problems provides regular review of each child's developmental progress, identifies strengths and abilities as well as areas of concern that require referral for follow-up services and increases parents' understanding of their child's development.
4. Parent educators help families identify and connect with needed resources, and overcome barriers to accessing services.
5. Each parent educator must attend specific training.

C. The Parent-Child Home Program (PCHP)

www.parent-child.org

1. The goals of PCHP are to:
   a. Help families who have not had access to educational opportunities to create language-rich home environments and
   b. Development quality parent-child verbal interaction to promote cognitive and social-emotional development.
2. A home visitor visits the family for half an hour, twice weekly. (MSRP requires home visits be conducted for a minimum of 60 minutes excluding transportation time.)
3. The family is given a recommended book or educational toy on the first visit.
4. The home visitor models verbal interaction, reading and play activities, using the book or toy.
5. The lesson plans are detailed and clear.
6. The site coordinator must be trained.

D. Portage Project

www.portageproject.org

1. A functional, easy to understand and use format for working with children and their families.
2. The new Portage Guide is packaged into two age categories:
   a. Infant/Toddler, birth to 36 months and
   b. Preschooler, three to six years.

3. Each set includes:
    a. Tool for Observation (TOP) with sample forms for weekly planning and family partnerships;
    b. Spiral bound set of activity and routines resource book;
    c. User's guide;
    d. Wall chart showing the developmental areas and strands across all age ranges; and
    e. Group summary form.

V. Kindergarten Transition: Special suggestions for Home-Based Models

Possible transition activities might include:

1. The kindergarten teacher visits the child and family at the family home, giving the parent the chance to discuss any questions, and to give the child the opportunity to meet the teacher prior to entering school.
2. The child, parent, and home visitor visit the local kindergarten classroom during a regular kindergarten day. The child and parent are given the opportunity to participate in activities happening within the classroom.
3. For further suggestions see Section 10, Transition to Kindergarten.

Note: A resource for the Home-Based instruction model was the Be-Four School Project, Charlevoix-Emmet Intermediate School District, Early Education Consortium.

Section 7

A Balanced Literacy Program

I. Introduction

As children explore the MSRP classroom they are building the foundations for learning to read and write. It is vital for all children to have literacy experiences in early childhood programs. The following should be considered when developing a literate play environment:

A. Children need to see that reading and writing serve a function in play.
B. Children are able to use literacy props in settings similar to those they have experienced in real life.
C. Open-ended exploration allows children to be creative and to use materials in a way that is meaningful to them.
D. Materials that offer fewer possibilities for exploration often direct their attention toward certain conventions.
E. Materials should be rotated on a regular basis to keep things fresh and provide the children with opportunities to broaden their vocabulary and social knowledge.

Opportunities for literacy should occur throughout the day as evidenced by the physical arrangement of the room, materials within the interest areas, daily routine and adult-child interaction.

II. Learning Environment

A. Labeling
    1. The learning environment should be rich in print but in a meaningful way.
    2. Labels, captions and other print need to be placed where they serve a purpose and catch the children's attention.
    3. Materials can be labeled with pictures as well as written labels.
    4. Signs can be made to remind children of certain tasks.
    5. Children should participate in deciding labels and their location within the learning environment.

B. Opportunities and places for literacy
    1. Common materials for all interest/activity centers:
    2. Books
    3. Notepads
    4. Drawing paper for signs
    5. Paper of various colors and styles
    6. Envelopes
    7. Writing media: pencils, markers, crayons
    8. Clip Boards
    9. Rolodex with children's names

C. Dramatic Play
    1. Costuming for acting out stories
    2. Photos
    3. Ordering pads
    4. Catalogs
D. Magazines
    1. Old checkbooks
    2. Recipe cards
    3. Bulletin Board
E. Art and/or Writing Area
    1. HUGE variety
    2. Stencils
    3. Stamps
    4. Magnetic alphabet
    5. Blank books
    6. Journals
    7. Old calendars
    8. White boards or chalk boards

III. Daily Routine

A. All areas of the classroom and parts of the daily routine offer opportunities for children to engage in oral communication and to read and write. (Please refer to Section 4, II for further information.)
B. Literacy experiences can expand to the outside play area.
    1. Signs can be added to the play area such as traffic signs along a path.
    2. The supplies indicated on the preceding page can also be included in the outside play area.
    3. A large mailbox with supplies could be built depending on your area and situation.
C. Snack time provides wonderful opportunities for language development and early literacy development.
    1. "Reading" the instructions for snack.
    2. "Reading" the recipe for making the snack.

IV. Adult-Child Interaction

The role of the teaching team in a balanced literacy quality preschool program is crucial. Children are more likely to become good readers and writers when they repeatedly encounter, both in and out of the classroom, the many ways that reading and writing matter.

A. Reading to the child (reading aloud)
    1. Involvement of children in reading for a purpose as well as enjoyment.
    2. Provides adult modeling for fluent reading.
    3. Provides children experiences with "book talk."
    4. Develops oral language.
    5. Children should have 2-3 books read to them on a daily basis.

B. Reading with the child (shared reading)
   1. Shared reading is typically the teacher modeling reading with the children.
   2. The children are involved in the story whenever possible. The teacher scaffolds the children's reading at whatever their level.
   3. Books that repeat phrases or are predictable are great for this activity.

C. Reading by the child (independent reading)
   1. The child "reads" alone or with a partner.
   2. Builds confidence and belief in self as a reader.
   3. Supports the value in the act of reading.
   4. It is crucial for children to have a daily opportunity for independent reading! Yes, even at the preschool level.

D. Writing to the child (shared writing)
   1. The teacher models/demonstrates writing in front of the children, emphasizing important features.
   2. This teaches children concepts about written language (also known as concepts about print).
   3. This teaches children the value of written language.
   4. This teaches children that the words we say can be recorded and read back later.

E. Writing with the child (interactive writing)
   1. The children and teacher are both involved in this process.
   2. Ideas and thoughts are gathered from the children.
   3. The level of involvement on the part of the children depends on their literacy development.
   4. A good example of this process is labeling a child's drawing based on their words.

F. Writing by the child (independent writing)
   1. The child is the primary participant.
   2. Helps to create a love of writing.
   3. Develops the understanding that language is words written down.

V. Parent Involvement

Parents and caregivers play an essential role in laying foundations for literacy. All parents of young children need encouragement to read to their children. The following are some resources and ideas to assist with this effort.

A. The R.E.A.D.Y. Kit (Visit www.michigan.gov/greatstart for ordering information)
   1. Kits are available for parents of infants, toddlers and preschoolers.
   2. Each kit contains an age-appropriate book and activities.

B. "It Starts with a Book…And YOU!" Video (Visit www.emc.cmich.edu/READY/buyonline for ordering information)
   1. A 30-minute video showing parents reading, singing and playing with their children.
   2. Individual segments on infants, toddlers and preschoolers.
   3. Possible resource for parent workshops.

C. FAMILY FUNdamentals for Reading(Visit www.michigan.gov/mde and select Parents & Family)
   1. A family literacy component of the Michigan Literacy Progress Profile.
   2. Contains age-appropriate take-home activities.

D. Take-Home Book Program (backpack program)
   1. Packets children can take home daily or weekly.
   2. Each packet contains an age-appropriate book as well as parent/child activities related to the story.
   3. Can include a journal for parents to write comments thus modeling writing for the child.

Regional Literacy Training Centers

Organization	Website
Ingham Intermediate School District	www.inghamisd.org
Marquette-Alger Regional Educational Service Agency	www.maresa.org
Oakland Schools	www.oakland.k12.mi.us
Mid-Michigan Regional Literacy Training Center	www.sisd.cc/education/components
Wayne Regional Educational Service Agency	www.resa.net
Kalamazoo Regional Educational Service Agency	www.kresa.org
Charlevoix-Emmet Intermediate School District	www.char-emisd.org
Macomb Intermediate School District	www.misd.net

Section 8

Communicating With Parents

A quality program, as indicated in *Early Childhood Standards of Quality for Prekindergarten*, conducts a minimum of two home visits and two parent-teacher conferences annually for every child and family. In promoting a partnership between parents and teachers, of Center-Based programs, home visits provide the means for observing children in their home environment and encouraging parent involvement. Parent-teacher conferences provide an opportunity for further discussion about progress made, goals for continued gains and additional supports, if needed. Children who do best in school have strong and positive interconnections between family, school and community. A direct link to positive child outcomes is strengthening learning at home and parent involvement in the learning process.

I. Formal Communication: Home Visit General Guidelines

A. Staff Preparation
   1. Be flexible;
   2. Schedule at the family's convenience;
   3. Indicate a beginning as well as an ending time for the visit;
   4. Be sure to allow for travel time between appointments; and
   5. Dress appropriately.

B. Staff Safety
   1 Visit in pairs;
   2. Itinerary distributed to pertinent staff and;
   3. Carry a cell phone.

C. Arrival
   1. Make appropriate introductions;
   2. Include other family members in conversation;
   3. Partner with parents to modify the environment as necessary: e.g. distractions such as babies crying, interference from television, pets, and;
   4. Ask for suggestions as to a convenient area within the home to meet.

D. During the Visit
   1. Allow 50 -60 minutes with the child and parent(s).
   2. Review the purpose of the visit, which is the reciprocal exchange of information and ideas.

3. The purpose of the visit should be personalized to meet the individual needs of each child and family. It includes:
    a. Eliciting feedback from parents regarding child's interests, concerns, and progress both at home and in the program.
    b. Sharing information about community resources. Complete any necessary referral forms together with the parent.
    c. Reinforcing positive parenting.
    d. Exchanging information about the curriculum and its relationship to this child's development.
    e. Updating each other about the child's recent experiences.
    f. Exchanging ideas and materials to support the child's learning and social development at home.
    g. Engaging parent(s) and child to model a teaching activity utilizing home materials whenever possible. Share learning goal(s) and outcome(s) of the activity.
    h. Allowing time throughout the visit for the parent to ask questions and/or raise concerns.

E. Concluding the Visit
    1. Summarize the visit with the parent.
    2. Provide information about future parent activities.
    3. Highlight school activities and events.
    4. Reinforce your availability for phone calls and questions.
    5. Complete any necessary documentation forms with the parent (Please see sample forms at the conclusion of Section 4)

The Initial Visit

A. It is recommended the first visit occur once the child is enrolled and before the school year begins.
B. Parent contact should be made a week to 10 days in advance to establish a convenient date and time of the visit.
C. The purpose of the visit should be described.
    1. The main purpose of this initial visit is to lay the foundation for the beginning of a positive partnership between home and school.
    2. The initial home visit is designed to ease the transition into the MSRP for the child and family.
D. Get-acquainted activities might include:
    1. Taking pictures e.g., parent and child, family pet, home;
    2. Discussion regarding transportation to and from the program;
    3. Discussion of parents' interests, hobbies;
    4. Discussion of the importance of parent involvement and the various opportunities;
    5. Sharing program philosophy and curriculum information;
    6. Discussion of the types of goals the parent(s) have for their child for the year; or
    7. Generating a list of possible activities/discussion topics for the next home visit.
E. A brief discussion and assistance can occur regarding the necessary enrollment paperwork e.g., immunizations, health form, birth certificate verification.

The Second and Subsequent Visits

A. Parent contact should be made a week to 10 days in advance to establish a convenient date and time of the visit.
B. Purpose of the visit:
    1. Refer back to the list of possible activities/discussion topics generated during the previous visit.
    2. The specific purpose of additional visits will depend on the individual child and parent needs.
    3. Discuss transition out of MSRP and into kindergarten.

II. Formal Communication: Parent -Teacher Conferences

Parent-Teacher Conferences:

A. should be held in the Fall and in the Spring, or when requested by parents,
B. are arranged to meet the schedule needs of the parent and staff. This may result in some conferences being held outside of regular work hours.
C. are designed to provide reciprocal information as to the progress the child is making in the varying domains, goals for continuous progress, and any additional supports which may be necessary.
D. provide developmental information which is exchanged in depth, in a relaxed and positive manner. Developmental information is documented for parents in a narrative versus a "report card" format and may be supplemented with anecdotal observations across domains as well as child-initiated works,
E. includes discussion about how parents can support their child in the home setting using household materials and within normal household routines, and
F. conferences should last a minimum of forty-five minutes.

III. Informal Communication

A. The purpose of frequent and informal interactions is to strengthen the partnership between home and school. Staff use an interested and unhurried manner in communications.
B. Staff and parents update each other about the child's recent experiences and program activities by:
    - Conversing during drop-off and pick-up
    - Through written notes
    - Telephone calls
    - Email communications

Resources

School, Family, and Community Partnerships. J.L. Epstein et al. Corwin Press, 2002.

SAMPLE Monthly Classroom Log of Parent Involvement

Month/Year: _____

Indicate key letter (as below) and a tally in appropriate cell to document parent involvement.
M= Mother F=Father G=Guardian O=Other adult
Review monthly to generate strategies that may engage the uninvolved parent.

Child Name	Exchanges information with staff about child development; participates with generation of individual child goals	Ensures regular child attendance in classroom	Volunteers in the classroom and spends time playing with children vs doing tasks for staff	Shares a special interest with children in large or small group setting	Brings in consumables or helps to make play materials	Contributes to classroom newsletterr	Attends parent meeting or workshop	Participates in program decision-making at parent advisory council	Maintains consistent routine for child at home, i.e. toothbrushing, family meals, playing indoors and outdoors, daily reading	Limits video/tv watching at home; watches and discusses programs with child	Other

Family Contact Report

BHK CDB 8/05

Date:	Record changes in Family Demographics	Family Name: Last First
Time: To:		Child's Name: Last First
Location of Visit:	Transported to:	Staff: Additional Visitor:

CHILD:
1. Self Concept/Initiative
2. Attachment/Social Relations
3. Creative Representation
4. Fine Mtr /Music & Move /Gross Mtr.
5. Communication/Language & Lit.
6. Problem Solving/Logic & Math.
7. Transition
8. Nutrition
9. Dental
10. Health/Safety
11. Other

ADULT:
12. Family Plan
    - A. Presented
    - B. In Progress
    - C. Refused
13. Literacy
14. Parenting
15. Child Development
16. Interactive Literacy
17. **FAMILY SERVICES**
    - A. Emergency/crisis intervention
    - B. Child welfare services
    - C. Domestic violence services
    - D. Substance abuse services
    - E. Mental health support services
    - F. Assistance to families of incarcerated individuals
    - G. Child support assistance
    - H. Housing
    - I. Transportation
    - J. Job Training
    - K. English as a second language training
    - L. Adult Education (GED), college)
    - M. Health Education (including prenatal education)
    - N. Parenting education
    - O. Counseling
    - P. ISD special services
    - Q. Childcare/respite
    - R. Marriage education services
    - S. Other

Planned Activities:

Information/Materials Provided:

Summary:

Parents Comments/Needs:

Referral:

Plan for Next Visit:

Parent Signature	Teacher Signature	Supervisor Initials

Sample provide by B-H-K Child Development Board

High/Scope Educational Research Foundation

Sample Home Visit Survey
Michigan School Readiness Program Evaluation: Phase II

Child's Name _____

Date of Birth _____(Mo/Day/Yr)

Teacher Name _____

Interviewer Name _____ Date _____

Person surveyed is the child's (circle one): Mother Father Guardian Other_____

*Please read the questions below to the parent and mark the appropriate box with an X. It is helpful if you are able to lay the survey in view of the parent so they can also see the response categories when they are answering.

* When reading the interview, insert the child's name wherever the word "CHILD" is written.

* Please remember that parents are to answer the questions only for the past week.

In the PAST WEEK, how often did you or a member of your family do the following with CHILD? (Mark an X under, only ONE column for each question.)	None	One time	Two times	3 to 4 times	5 or more times
Read to/listen to CHILD read from a book					
Tell your CHILD a story					
Help CHILD with homework or special projects					
Teach your CHILD letters, words, or numbers					
Teach CHILD songs/music or do arts/crafts with your child					
Talk about what happened in school					
Talk about TV programs or videos					
Talk or work with computers with CHILD					
Draw, paint, or do other arts or crafts with CHILD					
Play with toys or games with your CHILD					
Play an outdoor game, a sport, or exercise with CHILD					
Involve CHILD in household chores like cooking, cleaning, setting the table, or caring for pets?					

RECORD OF PARENT-TEACHER CONFERENCE

Child's Name: _____ Teacher: _____ Center: _____

Favorite areas of the most frequently attended by child are checked

	Art Area		**Block Area**		**House Area**		**Puzzle/Quiet**
	Books/Writing		**Outdoors**		**Computers**		**Other**

Date of Conference: _____ Type Code: _____

Your child has shown interest in:

We are working on:

Date of Conference: _____ Type Code: _____

Your child has shown growth in:

We are working on:

Parent input:

Section 9

Transition and Alignment

I. Introduction

Transitions for children and families can be successful or traumatizing. Both human nature and research show that even self-initiated and planned change is hard for most people. Too much change for children can contribute to feelings of insecurity and stress. One of the primary goals in early care and education is to help children develop a positive self-concept along with an inquisitive and enthusiastic approach to new experiences. Grantees are to initiate an effective system of transitioning families both into and out of the MSRP.

The effort to set up a **transition system** pays tremendous dividends as children adjust more quickly, parents establish a pattern of involvement, schools receive more support from families, and there is higher academic achievement for children regardless of the ethnic/racial backgrounds or parent educational level. It is a process that involves communication and collaboration between all partners, transition policies, and allocated staff time. Effective transition systems involve positive attitudes, welcoming and useful communication, parents as decision-makers, saying hello and then goodbye.

II. Transition into the MSRP

Children enter the MSRP from varying environments; home, Early On®, another preschool or day care setting. Communication with parents is critical to effective transitioning into the MSRP. Past parents can serve as mentors to help new parents enter the MSRP.

A. Communication
   1. Utilize formal and informal occasions to build responsive relationships between people; teachers, parents, administrators
   2. Provide meaningful information to parents based on their expressed interests and needs.
   3. Create opportunities for parents to communicate with each other.
   4. Successful strategies include:
      - Initial home visit before the first day of class;
      - Orientation opportunity for child and parent(s) before the first day of class;
      - Welcoming and useful information. The Parent Handbook includes a program overview, school calendar, contact information, and policies: attendance, weather, illness, medication, conflict-resolution, emergency, confidentiality, grievance, etc.);

- Informal face-to-face conversations with many open-ended opportunities for questions;
- Parent-to-parent communications; and
- Staff eliciting, valuing and using information about the enrolled child as demonstrated in other environments, (home, church, shopping) for individual planning and assessment.

5. Develop strategies to communicate with parents who:
   - work two jobs or a night shift;
   - who cannot read or speak English;
   - who have had poor experiences themselves with school; or
   - who have not attended prior events offered.
6. Encourage incoming parents as decision-makers:
   - Plan welcoming celebrations together;
   - Ask parents as to the information they wish to know about the MSRP;
   - Ask parents to provide relevant information about the previous child care setting;
   - Ask parents to assess the welcoming climate of the MSRP classroom; and
   - See Section 4 for more on Parent Involvement.

III. Transition out of the MSRP and into Kindergarten

Every child in Michigan who will be five years old on or before December 1 is entitled to a successful kindergarten experience. Michigan School Readiness Program providers are key to the development of plans that ease the transition of children and families from preschool to kindergarten.

The Michigan Department of Education, Office of Early Childhood Education and Family Services, is pleased to share a resource for parents of children entering kindergarten. The resource is a culmination of many offices within MDE working together to develop *Parent Guides*, a series of tip sheets which highlight a variety of questions parents may have when their children are entering kindergarten. The tip sheets can be accessed at http://www.michigan.gov/mde/0,1607,7-140-43092_6809-152726--,00.html

A. Kindergarten Transition, Definition
   1. Activities that support children and their families as they move from pre-kindergarten to kindergarten.
   2. Differentiates between "orientation to school" and "transition to school".
   3. Respects the different perspectives and expectations between families and children.

4. Is a responsibility of the Advisory Council:
    a. Identify a transition coordinator;
    b. Facilitate regular planning meetings;
    c. Generate ideas for transition activities;
    d. Create a timeline; and
    e. Assess, evaluate, and revise the transition plan.

B. Kindergarten Transitioning Guidelines
1. Establish positive relationships between MSRP staff, parents, and elementary school staff;
2. Support languages and cultures in the community;
3. Draw upon dedicated funds for joint training and shared resources
4. Activities are well planned and effectively evaluated;
5. Activities are based on mutual trust and respect; and
6. Rely on reciprocal communication.

C. Kindergarten Transition activities with children may include:
1. Casual discussions about the differences between pre-k and kindergarten;
2. Reading books about going to kindergarten;
3. Taking a fieldtrip to the kindergarten classroom;
4. Making a photo album of the new staff the child will see at their new school; and
5. Asking the kindergarten teacher to visit the pre-k classroom and share a book or a song with the children.

D. Kindergarten Transition activities for parents may include:
1. Participation on Advisory Council transition committees,;
2. Accompanying MSRP staff on kindergarten visits;
3. Reviewing children's records to determine what information will be forwarded;
4. Assisting with the completion of necessary paperwork, such as birth certificate, social security card, immunization record;
5. Talking with parents about practicing new routines for bedtime, waking up, eating breakfast;
6. A parent group creating visual memories of preschool and displaying these memories in the classroom and at home;
7. Setting up a parent Good-Bye Committee to plan an ending celebration;
8. Creating a visual record of the ending celebration of the MSRP and providing pictures to each family; or
9. Connecting with other families who have already made the transition from MSRP to kindergarten, i.e., a panel discussion with past parents.

E. Kindergarten Transition activities for MSRP staff may include:
   1. Participation on Advisory Council transition committee;
   2. Utilizing a home visit to individualize transitioning for a child and family;
   3. Being a part of an IEP team as a child transitions into kindergarten;
   4. Supporting a parent in the first few months of kindergarten;
   5. Participation in joint trainings with local preschool and kindergarten staff; and
   6. Maintaining positive and effective working relationships with staff of programs into which children will transition.

IV. Alignment

The No Child Left Behind Act of 2001 (NCLB) set the goal of having every child meet state defined education standards by the end of the 2013-2014 school year. Prior to NCLB, transition plans typically focused on one-time activities such as transferring of records, kindergarten open house, and meeting with parents. Post NCLB, the topic of alignment was added to transition activities to focus on the context and method of instruction across early care and education settings. Alignment focuses on the content and format of instruction and is divided into horizontal and vertical alignment.

A. Definition
   1. Horizontal alignment: *synchronization within a given age level*
      a. Example: alignment within an MSRP, among the Early Childhood Standards of Quality for Prekindergarten (ECSQ-PK), research validated Prekindergarten curriculum and appropriate Prekindergarten child assessment.
      b. Example: alignment within a Kindergarten, among Michigan Department of Education Grade Level Content Expectations for Kindergarten, Kindergarten Curriculum and Kindergarten assessments.
   2. Vertical alignment: *synchronization between grade levels*
      a. Awareness of and alignment among state standards, assessments and curricula between infant-toddler programs, prek programs and kindergarten programs.

B. Community Collaboration and Alignment: *a county-wide transition team having representation from all early childhood partners*
   1. Has more depth and breadth than past transition efforts.
   2. Emphasizes continuity and alignment between all local education and care programs.
   3. Has representation by parents, teaching staff and administration from differing programs.

4. Establishes transition practices that reach backward in time, outward to families and preschools, and involves direct contact with families.
5. Develops and oversees implementation of transition practices that smooth the shifts between home, preschool and elementary school.
6. Ensures regular evaluation of efforts, i.e., children's comments and drawings, parent surveys and comments, indications of children's well-being at school such as attendance patterns, interactions and comfort in the classroom, teacher's reactions and observations.

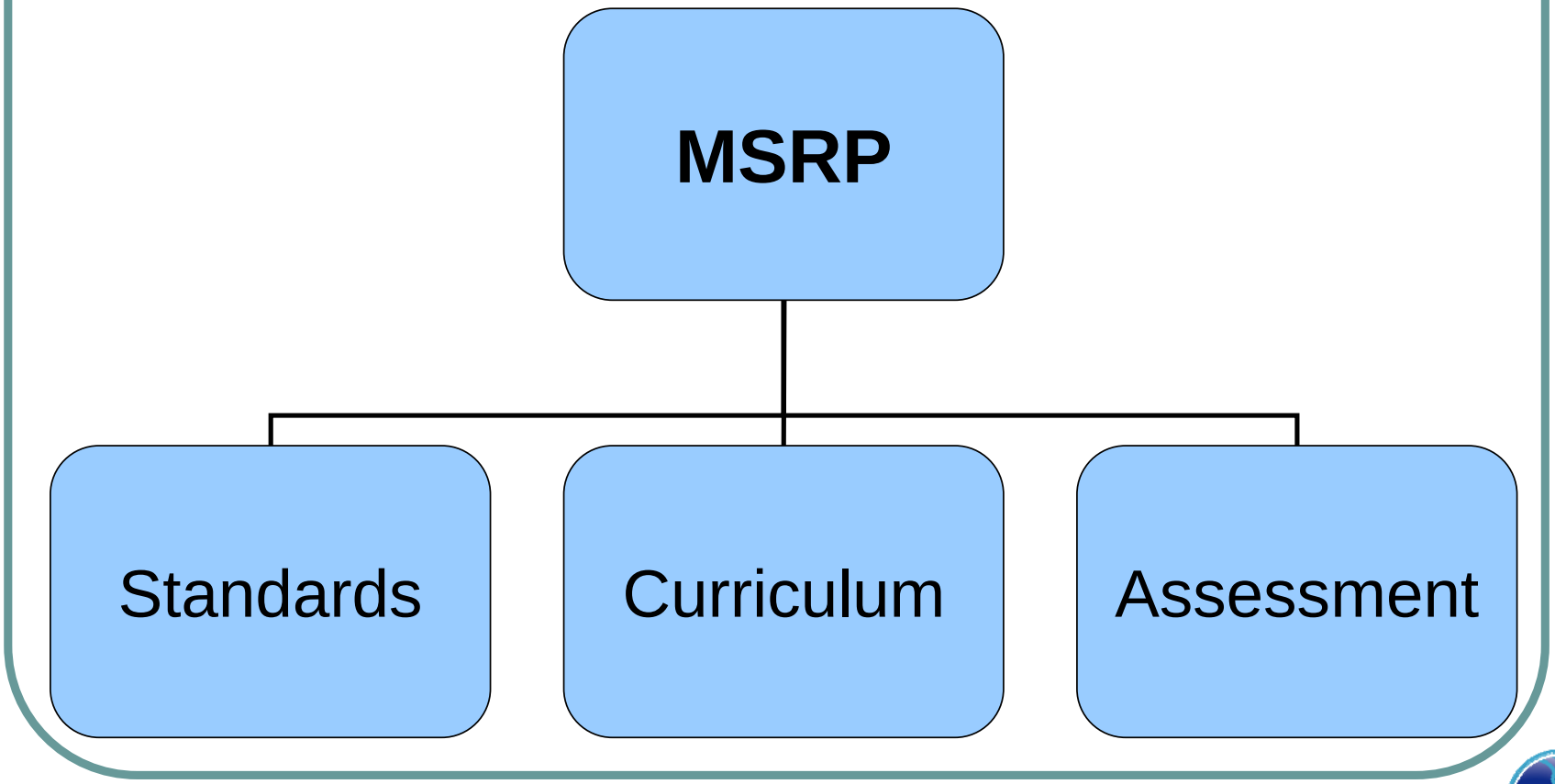
C. Questions to ask:
1. Does the MSRP curricula and assessment align with ECSQ-PK? (Horizontal Alignment)
2. Does the MSRP staff partner with other preschool programs serving four-year-olds in the community to establish continuity between programs? (Horizontal Alignment)
3. Has the MSRP staff reviewed the Kindergarten Grade Level Content Expectations (GLCE) for alignment with the ECSQ-PK? (Vertical Alignment) http://www.michigan.gov./mde/0,1607,7-140-28753_33232---,00.html
4. Has the MSRP staff partnered with kindergarten staff to discuss links between curriculum and assessments in use at both programs? (Vertical Alignment)
5. Does the MSRP staff partner with other early education and care programs in the community (infant toddler, Early On®) to establish continuity between programs? (Vertical Alignment)

Sources:

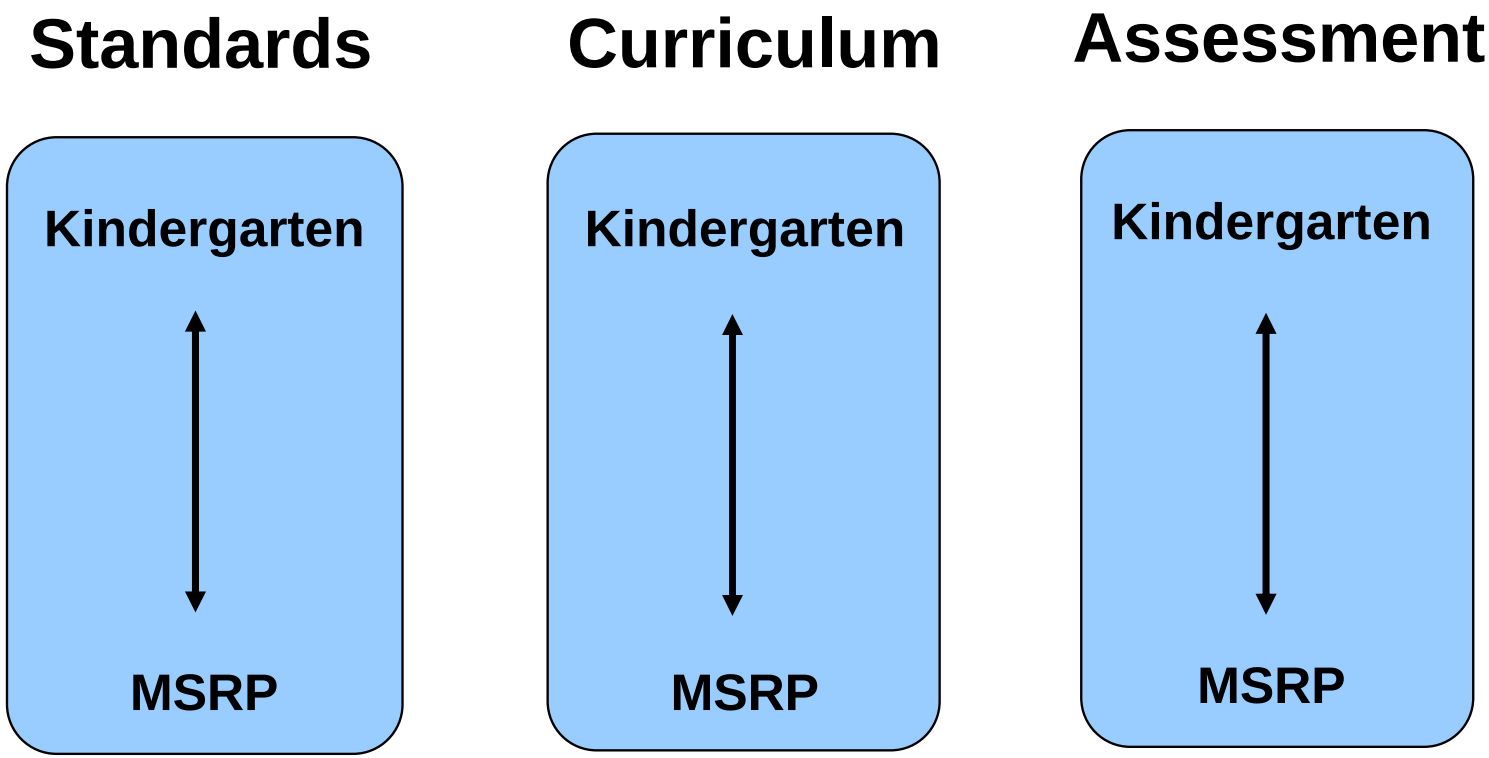
Dockett, S., Perry, B. (2001). Starting school: effective transitions. Early Childhood Research & Practice, 3(2). http://ecrp.uiuc.edu/v3n2/dockett.html

Issues for Early Childhood Educators: Aligning Standards, Curriculum, and Assessments by Sharon Lynn Kagan, Ed.D.; presented at the Michigan Collaborative Conference for Early Childhood Educators, January 26, 2006. Used/reprinted with permission from Dr. Kagan.

Horizontal Alignment



Vertical Alignment



Section 10

Assessment of Children

I. Introduction

The assessment of young children presents many special challenges. Staff not only need to be aware of children's growth and development but cultural and linguistic diversity among the children and their families. The main purposes for assessment should remain clear: to support individual children's learning and development, to identify children who may need additional services and to aid in communicating children's progress to parents. Child outcome data is also aggregated program-wide to help guide grantees in the continuous improvement of the program; determining needed classroom materials and professional development for staff.

There are formal assessments which rely on predefined, highly structured tasks and focus on isolated aspects of development that are easy to measure. Formal assessments yield information on preset content and have specific guidelines for administration. Developmental screening and diagnostic tests are two examples of formal assessments. Developmental screening is a "snapshot" look at a child and is intended to identify children with special characteristics or to determine if further diagnostic work is indicated to discern a disability. Diagnostics describe a child's current level of functioning in a specific domain and determine the nature and extent of intervention services.

Nonformal or authentic assessments consist of structured and systematic observations of behavior within meaningful, context-bound activities (e.g., children's block construction, dramatic play). Information is collected on an ongoing basis and across a variety of environments.

The assessment of young children enrolled in the Michigan School Readiness Program must provide information across all of the domains identified in the *Michigan Early Childhood Standards of Quality for Prekindergarten (ECSQ-PK)*: social and emotional development, intellectual development, language and early literacy development, creative development, and physical development and health as well as early learning in math, science, social studies and using technology.

MSRP grantees must use a research validated tool for child assessment. One comprehensive tool is required. Teaching teams will need to be provided professional development opportunities in the selected assessment tool.

Child assessment must be authentic, must be reflected on in a systematic way, and must be linked to the research validated curriculum of choice. Assessment data should be collected three times per year. Child learning and developmental outcomes focus on results or outcomes for individual children. Developmental profiles are shared individually with parents and inform daily classroom practice. Data is also aggregated program-wide to provide information for program improvement and accountability.

Some programs may choose to supplement their comprehensive child assessment tool with additional assessments to generate further information in a specific domain such as language/literacy or social-emotional. Any additional assessment selected needs to meet the essential components of appropriate assessment as indicated below.

II. Essential Components of Appropriate Assessment

The Michigan Department of Education, *Early Childhood Standards of Quality for Prekindergarten (ECSQ-PK)*, March, 2005, requires adherence to the following guidelines when selecting and utilizing an assessment method Quality Program:

A. Uses sound developmental and learning theory to plan and conduct child assessment. Looks beyond cognitive skills to assess the whole child.
B. Uses research based, reliable and valid assessment tools and processes that are continuous, ongoing, cumulative, and in the language a child understands.
C. Uses children's involvement in ordinary, classroom activities, not artificially contrived tests, to gauge children's growth.
D. Document children's growth, development, and learning over time:
    1. Observation and anecdotal reports;
    2. Parent, provider, and child interviews;
    3. Products and samples of children's work;
    4. Standardized checklists; and
    5. Children's self-appraisals.
    6. Involves all members of the staff who have regular contact with the children.
E. Arranges assessment so that it does not bring added stress for children or teachers.
F. Uses assessment results as a guide for curriculum and teaching decisions and the need for intervention for individuals and classrooms.
G. Uses results to determine the need for specialized screening and/or intervention.
    1. Uses valid and reliable screening tools and procedures;
    2. Informs parents of the types and purposes of the screening in advance of the screening, the results of those screenings, and the purposes and results of subsequent evaluations;

3. Uses specialists to evaluate and diagnose children whose growth and development fall outside age appropriate guidelines as determined by the screening processes;
4. Gives parents the opportunity to review their child's records in a timely manner and secures written consent if additional evaluation is proposed;
5. Uses reliable and valid standardized assessment tools for meeting requirements for federal funding accountability or other purposes; and
6. Uses teacher observations and parent feedback to supplement data collected by standardized instruments.

The above MSRP essential components reflect the 2003 Joint Position Statement of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) entitled, "Early Childhood Curriculum, Assessment, and Program Evaluation". The report: can be found in it's entirety at www.naeyc.org

MSRP essential components also reflect the National Education Goals Panel, in their document entitled *Principles and Recommendation for Early Childhood Assessments,* February 1998. This document can be found at http://www.ode.state.or.us/superintendent/priorities/ready4school/readysch.pdf.

III. Child Assessment Tools

Teaching teams will need to be provided professional development opportunities in the selected assessment tool. The following three tools meet the Essential Components of Appropriate Assessment and have demonstrated alignment with the Michigan *Early Childhood Standards of Quality for Prekindergarten (ECSQ-PK).*

A. Assessment, Evaluation, and Programming System (AEPS) for Infants and Children, *Second Edition*

http://www.brookespublishing.com/tools/aeps/index.htm

1. Introduction
   Age range: birth to 6 years. AEPS Test results may now be used as a second source in determining a child's eligibility for services; results are translated into cutoff scores that can corroborate findings from standardized developmental measures. Step-by-by instructions for using the cutoff scores and related technical data are provided. AEPS meets the federal Office of Special Education Programs (OSEP) child outcomes reporting requirements.

2. Domains
    a. Fine motor,
    b. gross motor,
    c. cognitive,
    d. adaptive,
    e. social-communication, and
    f. social.
3. Components
    a. Administration Guide,
    b. Test for Birth to Three Years and Three to Six Years,
    c. Curriculum for Birth to Three Years,
    d. Curriculum for Three to Six Years,
    e. Child Observation Data Recording Form,
    f. Child Progress Record, Family Report,
    g. AEPS® Forms CD-ROM.

B. Child Observation Record (COR), 2nd Edition

www.highscope.org

1. Introduction
   The High/Scope Child Observation Record (COR) is an observation assessment tool designed for use with children aged 2 years 6 months to 6 years in early childhood settings, including preschools, day care programs, and Head Start programs. The High/Scope Child Observation Record charts children's development and progress over time. Teachers collect information about each child throughout the school year in many different areas. It is not necessary to have implemented the High Scope educational approach in order to use this assessment. COR meets the federal Office of Special Education Programs (OSEP) child outcomes reporting requirements.
2. Domains
   COR has 32 dimensions of learning in six broad categories**.**
    a. Initiative,
    b. Social Relations,
    c. Creative Representation,
    d. Movement and Music,
    e. Language and Literacy, and
    f. Mathematics and Science.
3. Components
   Many of the components can be purchased individually or as a kit to accommodate twenty-five children. Spanish materials are available.
    a. Observation Items Books,
    b. User Guide,
    c. Child Anecdotes Booklets,
    d. Parent Guide Booklets, in both English and Spanish,
    e. Class Summary Form,

f. Child Information and Developmental Summary Forms,
g. Family Report Forms (in both English and Spanish),
h. Computerized version of the COR assessment tool: the Preschool COR for CD-ROM, and
i. COR-Headstart Outcomes Reporter – using COR data complied two or three times during the year, the Outcomes Reporter will calculate gains and percent gains for each of the domains.
j. Online assessment system links the COR with child outcomes reporting, curriculum planning and communicating with families.

C. Creative Curriculum Developmental Continuum

www.teachingstrategies.com

1. Introduction

Creative Curriculum has developed an assessment system for ages 3-5 directly correlated to the goals and objectives of the Creative Curriculum. The Creative Curriculum Developmental Continuum Assessment Toolkit has forms and materials needed to assess a maximum of twenty-five children at three summary checkpoints during the year. It is also available in Spanish. Creative Curriculum meets the federal Office of Special Education Programs (OSEP) child outcomes reporting requirements.

2. Domains
   a. Socio-Emotional Development,
   b. Cognitive Development,
   c. Language and
   d. Physical Development.

3. Components
   a. The Creative Curriculum Developmental Continuum,
   b. Teacher's Guide,
   c. Class Summary Worksheet,
   d. Individual Child Profiles (one for each child),
   e. Child Progress and Planning Reports (one to be shared with the parents of each child three times a year, and
   f. Software reporting tool, CC-PORT (The Creative Curriculum Progress and Outcomes Reporting Tool).
   g. Online assessment system to manage ongoing assessment, connect to the ECSQ-PK, assist in program planning and engage parents.

D. The Work Sampling System

www.pearsonearlylearning.com

1. Introduction
   This is a researched curriculum embedded assessment to help teachers document and evaluate children's skills, knowledge and behaviors using actual classroom-based experiences, activities, and products. The results informs and improves instruction while fitting into the existing curriculum.
2. Domains
   The Work Sampling System is based on seven categories or domains, of classroom learning and experience.
   a. Personal and Social Development,
   b. Language and Literacy,
   c. Mathematical Thinking,
   d. Scientific Thinking,
   e. Social Studies,
   f. The Arts, and
   g. Physical Development and Health.
3. Components
   The following components involve the child, the child's family, the teacher, and the school administration in the process of assessment. Some materials are available in Spanish.
   a. Developmental Guidelines and Checklists
   b. Portfolios
   c. Summary Reports
   d. Online component.

IV. Supplemental Formal Assessment Tools (Domain Specific)

Supplemental assessment tools are not required. Some programs may choose to supplement their comprehensive child assessment tool with additional assessments to generate further information in a specific domain. The following assessments may or may not meet the essential components of appropriate assessment. Some assessments below are time intensive for staff and require children to be removed from peers and the classroom routine. MSRP does not promote pull-out child assessment.

Literacy

A. Early Literacy Skills Assessment (ELSA)

www.highscope.org

1. Introduction
   The Early Literacy Skills Assessment (ELSA) is an authentic instrument designed to measure the emerging literacy skills of children attending early childhood programs. To conduct the assessment, a teacher reads the story with an individual child, stopping where indicated in the book to ask questions or elicit ideas.

2. Assessment Areas
   a. Comprehension,
   b. Alphabetic Principle,
   c. Phonological Awareness, and
   d. Concepts About Print.

3. Components
   a. *Violet's Adventure* Storybook, User Guide,
   b. User Guide,
   c. Score Sheet and Child Summary Forms (serving 25 children), and
   d. Family Report Forms.

B. Michigan Literacy Progress Profile (MLPP)

1. Introduction
   The MLPP contains a wide variety of research-based assessment tools for early childhood. The purpose of these tools is to provide teachers and parents with information about what individual children know and can do well as they move along the path to independent reading. The goal of these assessments is to increase student learning by providing the teacher with information to inform instruction. Training is necessary in order receive the assessment materials. The training is currently being offered through regional literacy training centers. A listing of these centers is located at the conclusion of Section 9.

2. Assessment Areas
   Every child does not need to be assessed on all of the following tools. Teacher observation should determine what assessments are appropriate.

a. Concepts About Print,
b. Letter/Sound Identification,
c. Phonemic Awareness,
d. Sight Word/Decodable Word List,
e. Oral Language,
f. Oral Reading Record,
g. Comprehension,
h. Known Words Activity,
i. Hearing and Recording Sounds, and
j. Literacy Attitudes

3. Components
   a. Eleven assessment tools,
   b. Individual Literacy Progress Profile,
   c. Portfolio,
   d. Teaching Strategies, and
   e. Parent Activities.

C. Phonological Awareness Literary Screening for Preschool (PALS-PreK)

www.pals.virginia.edu

1. Introduction
   PALS-PreK is a scientifically-based phonological awareness literacy screening that measures preschoolers' developing knowledge of literacy fundamentals. It is designed to be administered by classroom teachers in the fall of prekindergarten in order to guide instruction during the year. A second administration in the spring serves to evaluate each child's progress.

2. Assessment Areas
   a. Name writing,
   b. Alphabet knowledge,
   c. Beginning sound awareness,
   d. Print and word awareness,
   e. Rhyme awareness, and
   f. Nursery rhyme awareness.

3. Components
   A set of PALS-PreK includes all of the materials for a teacher to screen a class of twenty children in both the fall and spring. Scoring is completed and reports generated on the PAL-PreK website.
   a. Teacher's manual,
   b. Administration booklet,
   c. Child summary sheets, and
   d. Two class summary sheets.

Social-Emotional

D. Ages & Stages Questionnaires ®: Social-Emotional (ASQ:SE)

www.brookespublishing.com

1. Introduction
   ASQ:SE is a parent-completed, educator-scored, child-monitoring system for social-emotional behaviors. It can be used as a screening tool to assist educators in identifying young children at risk of social or emotional difficulties, identify behaviors of concern to caregivers, and identify any need for further assessment.

2. Assessment Areas
   a. Self-regulation,
   b. Compliance,
   c. Communication, Adaptive Functioning,
   d. Autonomy,
   e. Affect, and
   f. Interaction with people.

3. Components
   a. Color coded questionnaires for use with children ages 6 to 60 months,
   b. Questionnaires are also available in Spanish,
   c. Corresponding score sheets, and
   d. User's Guide.

E. Devereux Early Childhood Assessment (DECA)

www.devereuxearlychildhood,org

1. Introduction
   The DECA is a component of the DECA program which is based on the resilience theory. It is a 5-step system designed to support early childhood teachers, mental health professionals, and parents in their role of developing healthy social/emotional skills and reducing challenging behaviors in young children. The DECA is a standardized, strength-based assessment of within-child protective factors and screener for behavior concerns. The complete program is appropriate for children ages 2-5 with some of the materials available in Spanish. Formal training is necessary.

2. Assessment Areas
   The DECA evaluates the frequency of 27 positive behaviors exhibited by preschooler. The DECA also contains a 10-item behavioral concerns screener.
   The item content is divided into three areas.
   a. Initiative,
   b. Self-control, and
   c. Attachment.

3. Components
   a. Observation journal,
   b. Technical manual,
   c. User's guide,
   d. Web-based assistance,
   e. Classroom strategies guide, and
   f. *For Now and Forever*, a parent guide.

V. Supplemental Formal Assessment Tools (Multiple Domains)

Supplemental child assessment is not required. Some programs may choose to supplement their comprehensive child assessment tool with additional assessments to generate further information in a specific domain. The following assessments may or may not meet the essential components of appropriate assessment. Some assessments below are time intensive for staff and require children to be removed from peers and the classroom routine. MSRP does not promote pull-out child assessment.

A. Ages & Stages Questionnaires (ASQ)

1. Introduction
   ASQ is a parent-completed, educator-scored, child monitoring system. It can be used as a screening tool to assist educators in identifying developmental delays in young children.

2. Domains
   a. Communication,
   b. Gross Motor,
   c. Fine Motor,
   d. Problem Solving, and
   e. Personal-Social.

3. Components
   a. Color-coded photocopiable questionnaires for use with children 4 to 60 months of age,
   b. Questionnaires are also available in Spanish, French, and Korean,
   c. Scoring sheets,
   d. User's Guide, and
   e. CD-ROM including the questionnaires, scoring sheets and intervention activities.

B. Get it, Got it, Go!
http://ggg.umn.edu/

1. Introduction
   Get it, Got it, Go! is a standards-based assessment system for measuring the developmental growth of children, ages 3 to 5. It is a means of communicating a child's progress over time. The results can be used to develop intervention plans to improve child outcomes. It can be used for individual children as well as groups of children. Materials are available in Spanish as well as German and French.

2. Domains
   a. Expressive communication,
   b. Adaptive (self-help skills),
   c. Motor,
   d. Social, and
   e. Cognitive.

3. Components
   The following materials are available on-line along with additional support.
   a. Stimulus cards,
   b. Administration instructions,
   c. Recording forms, and
   d. Administration checklist.

C. Transdisciplinary Play-Based Assessment (TPBA)
www.brookespublishing.com

1. Introduction
   The TPBA is a play-based assessment model for use with children from infancy to 6 years of age. Children's developmental level, learning styles, interaction patterns, and other behaviors are assessed.

2. Domains
   a. Cognitive,
   b. Social-Emotional,
   c. Communication/Language, and
   d. Sensorimotor.

3. Components
   a. Manual and
   b. Child and Program Summary Forms.

VI. Program Goals - Child Development Goals and Objectives

Grantees are required to report to MDE one child development goal each year. MSRP grantees must utilize compiled child assessment data from the *comprehensive child assessment tool* when developing this part of their annual program improvement plan. Data analysis helps us to be reflective of our work and implement a systematic approach to ongoing quality improvements. Together, both program assessment data and child assessment data inform us of program quality.

To write a child development goal, a team consisting of the Early Childhood Specialist, program director, teaching team, parents and any other appropriate personnel should:

A. Analyze current assessment data for the entire program
    1. Compare beginning and ending data for the program to identify gain scores
    2. Study gain scores and look for areas of little or no growth
B. Connect to the Early Childhood Standards of Quality for Prekindergarten (ECSQ-PK)
    1. Use the ECSQ-PK to deepen understandings of the specific content area/domain from step one
    2. In the domain of choice, Identify which standards are strengths and which would benefit from strengthening
C. Map to assessment items
    1. Link the above ECSQ-PK items to specific assessment items on your child assessment tool
D. Identify program strengths in this domain
    1. What do you already have in place to support children's learning in this area? Look at staff expertise, classroom materials, curriculum support, etc.
    2. Be sure to identify the program strengths and announce them at staff meetings, advisory committee meetings and school board meetings!
E. Generate activities and tasks
    1. Identify specific ways to supplement teacher knowledge, i.e., training series, curriculum books, journal articles, videos, mentoring
    2. Supplement classroom materials, i.e., real items, found items, donated items, purchased items
    3. Supplement curriculum strategies that support learning in chosen domain, i.e., daily schedule, planned activities, adult-child interaction strategies
F. Evaluate Effectiveness
    1. How and when will you evaluate the effectiveness of what you are doing differently?
    2. Who will be involved?
    3. What will be their role?

Sample MSRP Child Assessment Plan

Observation-based assessment focuses on child-initiated experiences and behaviors, rather than in response to adult direction. Teachers and parents keep anecdotal records of the child's behaviors over several months. Home visits and more formal parent-teacher conferences are utilized to share information and seek input from parents about the program/curriculum and its relationship to children's development. Staff also share information and seek input from parents about supporting child development at home. Program staff notes behaviors across all curriculum areas. Results are agregated by classroom and by program three times each year. The Early Childhood Specialist individually reviews classrrom child assessment data with each teaching team. A Child Outcomes report and child development goals are generated each spring.

Month	**Sept**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar-Apr**	**May-June**
	Initial home visits. Anecdotal notes and portfolio collection of child-initiated works begins for each enrolled child. Inservice training, as necessary.	Child assessment data aggregated for each classroom and the program. 1st Child development parent report. Teachers and parents partner to generate individual child goals.	Home visits scheduled for Fridays, as needed. Child Outcomes report to Advisory Committee by Early Childhood Specialist.	2nd Child outcomes data collection. 2nd Child development parent report. 1st Parent/teacher conference. Individual child goals reviewed.	Home visits scheduled for Fridays, as needed.	3rd Child outcomes data collection. 3rd Child development parent report. 2nd Parent-teacher conference. Individual child goals reviewed.	Child Outcomes report to Advisory Committee by Early Childhood Specialist. Home visits scheduled for Fridays, as needed.	Develop new child development goals for following year with staff, parents, administrators Arrange for related fall inservice training. Child Outcomes report to Advisory Committee by Early Childhood Specialist.
Ongoing	Anecdotal notes are reviewed by staff daily to inform daily lesson planning based on child strengths and interests.							

Date: _____

Contact Person: _____

SAMPLE Child Development Improvement Plan			
Step 1: Analyze current assessment data: • Identify the Child Assessment Tool in use. • List gain scores across domains. • Identify one domain which the team would like to strengthen.	**Step 2: Connect learning domain from Step 1 to the *Michigan Early Learning Standards***	**Step 3: Map to your assessment's items.**	**Step 4: Identify your program's strengths**
COR: *Initiative; 1.5* *Social Relations; 1.4* *Creative Representation; 2.7* ***Music/Movement; .3*** *Language/Literacy; 1.6* *Mathematics/Science; 1.0*	*ECSQ-PK: Physical Development and Health;* *2. Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in both structured and unstructured settings.* *3. Children will experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.*	*COR: Movement and Music, Moving with Objects* *1. Child throws or kicks an object.* *2. Child catches an object.* *3. Child coordinates both hands to manipulate one or more objects.* *4. Child dribbles a ball.*	*The daily schedule allows time each day for both quiet and active periods.* *Children go outside to play each day unless there is inclement weather.*

SAMPLE Child Development Improvement Plan			
Step 5: Improving Current Practice			**Step 6: Evaluate Effectiveness**
• Supplementing teacher knowledge	• Supplementing classroom materials	• **Supplementing curriculum strategies that support learning**	• Discuss a system which includes mentoring, classroom monitoring and child assessment data analysis.
At the staff meeting in October, teaching teams will attend training on supporting motor coordination in children. Parents and ancillary staff will be encouraged to attend. *Staff and parents will exchange ideas and materials to support children's physical development at home.*	*Each teacher will review inventory and generate a list of materials needed to support motor coordination.* *Teachers will intentionally reflect movement and music; moving with objects in daily lesson plans, individualizing for special needs as appropriate. Anecdotal notes will reflect behaviors in this category.* *Teachers will place materials in the classroom that naturally offer opportunities to strengthen motor skills, e.g., dress-up clothes with zippers and buttons, items to string and weave, musical instruments, balls, bean bags, scarves, shakers.*	*Teachers will support children's emerging physical development by planning large and small group times to have an interactive focus, utilizing both children's ideas and materials for each child to manipulate.* *Teachers will utilize the playground as an outdoor learning environment, supporting children's motor coordination by taking cues from children as they partner with and extend children's play.*	*Two weeks after the inservice training, ask teachers to review and score children's anecdotes related to the COR item moving with objects.* *Teachers and Early Childhood Specialist will review lesson plans and discuss daily planning related to the objectives outlined in this document.* *Teachers and Early Childhood Specialist will review both individual and class profile COR scores as they relate to the category of Movement and Music and Item M. Moving with objects.* *The Early Childhood Specialist will observe in each classroom to confirm the improved strategies and offer continued support to teaching teams.*

SAMPLE Child Development Improvement Plan			
Step 5: Improving Current Practice			**Step 6: Evaluate Effectiveness**
• Supplementing teacher knowledge	• Supplementing classroom materials	• **Supplementing curriculum strategies that support learning**	• Discuss a system which includes mentoring, classroom monitoring and child assessment data analysis.
		Teachers will allow children the time they need throughout daily classroom routines to accomplish motor tasks on their own, e.g., taking off boots/coats as children enter the classroom, hanging up wet paintings, sweeping up sand at the sand table, wiping up spills at the water table, loading notes and child works into their own backpacks, serving themselves at family-style mealtimes, dressing for the outdoors. *Teachers will observe and take anecdotal notes on children specific to the COR item Moving with objects; e.g., throwing, kicking, dribbling, catching, striking, pedaling, hitting, stringing, zipping, buttoning, etc.* *With parents, teachers will monitor movement and music progress for each child.*	

Section 11

Program Evaluation

I. Introduction

The purpose of the MSRP evaluation is to assess the extent to which programs contribute to children's development and readiness for school success. In 1995, the High/Scope Educational Research Foundation was awarded a grant by the Michigan State Board of Education to design and conduct a longitudinal evaluation to assess the implementation and impact of the Michigan School Readiness Program (MSRP). Results of the ongoing evaluation can be found at www.highscope.org. One important result is that programs that show a high level of implementation of the MSRP model result in impressive gains for children as they enter school and continue on their educational paths.

MSRP evaluation requirements come from three sources:

The Legislature
The State Board of Education
The Michigan Department of Education reporting guidelines

MSRP grantees must evaluate their programs' processes and outcomes to document program effectiveness and to provide information for program improvement. The evaluation of program processes usually entails a description of the equipment, persons, and activities that constitute the local MSRP classroom/program. Process evaluation for MSRP is often synonymous with program quality and assessment tools such as the *Preschool Program Quality Assessment (PQA)*. Michigan Department of Education guidelines also require the ongoing assessment of enrolled children.

Each program must have an evaluation plan that covers the implementation of all required program components. The following evaluative actions satisfy these requirements:

II. Implementation of the Program

MSRP programs are required to implement the *Early Childhood Standards of Quality for Prekindergarten.* The *Quality Program Standards for Preschool and Prekindergarten Programs* apply to Center-Based programs and the *Early Learning Expectations For Three-and Four-Year-Old Children* apply to both Center-Based and Home-Based Programs. Refer to Section 6 of this document for requirements for the Home-Based model.

III. Evaluate Program Processes

A Center-Based MSRP utilizes the *Preschool Program Quality Assessment* (PQA) to assess program quality. The PQA should be conducted three times each year. The focus of a systematic approach is to provide continuous improvement feedback to staff and enrolled families. Results are submitted annually to MDE for statewide evaluation of the program.

A. PQA Form A includes assessment of:
   1. Learning Environment (Center-Based only)
   2. Daily Routine (Center-Based only)
   3. Adult-Child Interaction
   4. Curriculum Planning and Assessment

B. PQA Form B includes assessment of:
   1. Parent Involvement and Family Services
   2. Staff Qualifications and Staff Development
   3. Program Management

C. Parent Involvement in Center-Based Programs. In order to complete Form B, it will be helpful for grantees to develop a system for recording parent involvement in the preschool program (see Sample Parent Log and Parent Survey at the end of this section). Assessment of parent engagement could quantify and compare areas of involvement such as:
   1. Frequency of the *exchange* of information between staff and parents about child development through both formal and informal communications,
   2. Parent participation in generation of individual goals for their child, across each domain,
   3. Ensuring regular child attendance,
   4. Playing an active role in classroom activities,
   5. Bringing in consumables or assisting in making classroom materials,
   6. Parent contribution to a newsletter,
   7. Attendance at parent meetings or workshops,
   8. Parent participation in decision-making at advisory committees,
   9. Parent participation in program evaluation,
   10. Staff facilitation of parent access to community services, including documentation of follow-up on referrals and
   11. Transition to kindergarten individualization.

IV. Evaluate Child Outcomes

Michigan School Readiness Programs are required to conduct comprehensive child assessment. The assessment system selected for use will both guide teacher/parent decisions about specific child interventions and guide administrative decisions about program-wide improvement. Effective practices include the aggregation of data three times per year in a collaborative manner. (Refer to Section 9 of this manual).

Minimally, data should reflect:

A. Social Relationships
B. Emotional Development
C. Physical Coordination
D. Cognitive Growth

V. Follow-up Through Grade One: School Readiness

Programs are required to develop a local evaluation component including a follow-up study through first grade. Longitudinal data and other program data are to be retained in administrative files and used to further program quality. Local longitudinal efforts are enhanced by participation in The Single Record Student Database (SRSD). The SRSD is the state education database and includes discrete information about individual children such as age, gender, race, ethnicity, and program participation. District/PSA grantees that provide classroom or Home-Based services must report into the SRSD twice per year. At this time, the SRSD is not readily available to non-District grantees or grantees implementing the Parent Involvement and Education option.

Data collection should accomplish the following:

A. Provide information regarding the progress of MSRP program children in subsequent grades, including
    1. Referral to special services, such as Special Education and Title I,
    2. School Attendance,
    3. School Performance,
    4. Retention,
    5. Parent Involvement and Alternative kindergarten programs
B. Provide preschool program staff with insight into the conditions of successful transition from preschool to subsequent grades to support readiness of children; and
C. Facilitate communication between preschool and early elementary grades.

VI. Supplemental Program Evaluation

Each Michigan School Readiness Program must complete the *Preschool Program Quality Assessment* by the High/Scope Educational Research Foundation as part of the grant requirements. There may be an occasion when additional information regarding specific areas within the program would be beneficial in creating an even higher quality program.

A. Classroom Assessment Scoring System (CLASS)

www.classobservation.com

1. The CLASS is part of the University of Virginia Center for Advanced Study of Teaching and Learning (CASTL),

2. Developed to assess classroom interactions and relationships as measured by three major components;
   a. emotional support,
   b. organization/management and
   c. instructional support.

3. Web-based supports for individual teachers include:
   a. consultancy, supporting reflection of practice
   b. Access to over 100 short video clips of authentic classroom interactions
   c. Access to real classroom examples to be used as professional development resources for in-service, new, and experienced teachers

B. Early Language and Literacy Classroom Observation (ELLCO)

www.brookespublishing.com

1. Introduction
   ELLCO is an observation toolkit designed for prekindergarten to third grade. It addresses the role of environmental factors in early literacy and language development and assists administrators, program directors, and teachers in gathering data to strengthen classroom quality and build higher quality literacy programs.

2. Assessment Areas
   a. Classroom layout,
   b. Classroom contents,
   c. Diversity of reading, writing, and listening materials, and
   d. Teacher-child interaction.

3. Components
   a. Literacy Environment Checklist,
   b. Classroom Observation and Teacher Interview,
   c. Literacy Activities Rating Scale, and
   d. User's Guide.

C. Early Childhood Environment Rating Scale (ECERS-R)

www.fpg.unc.edu/~ecers/

The ECERS is an alternative program evaluation tool that does not closely match the Early Childhood Standards of Quality for Prekindergarten.

1. Introduction
   The ECERS is designed to assess group programs for children preschool through kindergarten and is available in English as well as French, German, Norwegian and Spanish. The scale consists of 43 items organized into 7 subscales.

2. Assessment Areas
   a. Space and Furnishings,
   b. Personal Care Routines,
   c. Language-Reasoning,
   d. Activities,
   e. Interactions,
   f. Program Structure, and
   g. Parents and Staff.

3. Components
   a. Spiral binding,
   b. Scoring Sheets, and
   c. Notes for clarification to improve accuracy in scoring.

D. NAEYC Accreditation

www.naeyc.org/accreditation/

1. The NAEYC Academy for Early Childhood Program Accreditation is an independent accrediting system sponsored by NAEYC. The NAEYC accreditation is a voluntary system by which programs measure themselves against a national set of standards.

2. The accreditation process includes:
   a. Extensive self-study by an early childhood program, based on NAEYC's accreditation Criteria for High-Quality Early Childhood Programs,
   b. A site visit by a team of trained volunteer validators,
   c. Review of self-study materials and responses to the validation visit by a national Commission composed of experts in child care and early childhood education,
   d. Compliance with all Commission suggestions and submission of annual reports documenting improvements and continued compliance.

3. NAEYC accreditation is granted for a 3-year period.

E. Quality Rating System (QRS)

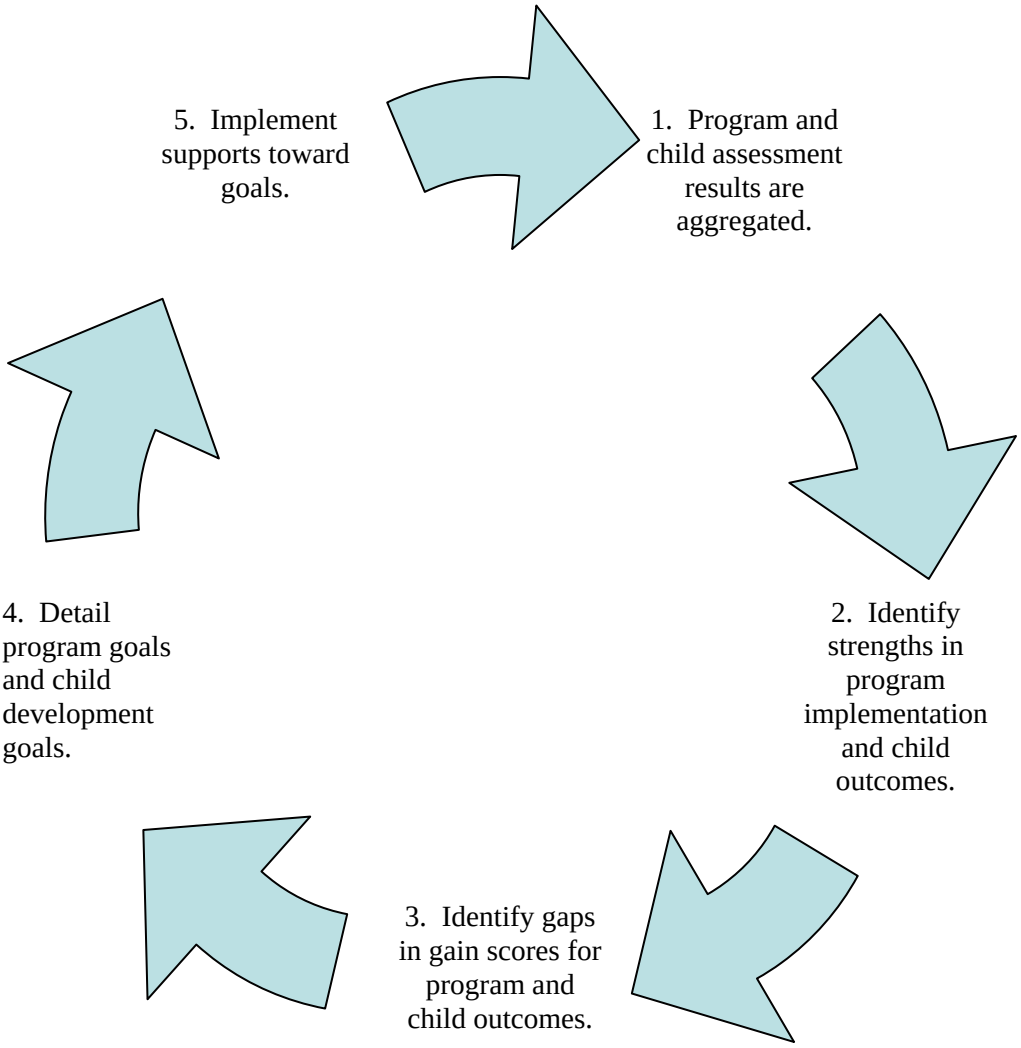
http://www.greatstartforkids.org/documents/Quality%20Rating%20in%20Michigan.pdf

1. In June, 2005, recommendations were made for an early childhood education and care quality rating system (QRS) in Michigan. The QRS is endorsed by: Michigan Head Start Association, Michigan Early Childhood Professionals, Michigan Association for the Education of Young Children, Michigan Community Coordinated Child Care Association, and the Michigan Association of United Ways.

2. A QRS will:
   a. Bring together all child care quality initiatives and efforts within the state.
   b. Reward the early education and care community for providing high-quality care. Rewards come in the form of stars and incentives for further improvement.
   c. Alert consumers to the level of care given by a provider.
   d. Drive the early education and care market by creating a savvy consumer – aware that high-quality early education and care means higher child outcomes and better results for their family.

3. A QRS promotes several quality improvement strategies to help reach the overall goal of increasing access to high-quality early education and care:
   a. Building and strengthening child care licensing components of early childhood care and education
   b. Increasing consumer demand of high quality early childhood care and education
   c. Providing accountability for the early childhood care and education industry
   d. Increasing professional development among early childhood care and education providers
   e. Increasing alignment of all early childhood quality initiatives in the state

The Program Improvement Cycle:
Linkage of Evaluation for Program Improvement



Sample MSRP Program Evaluation Plan

High quality is the essential foundation to build positive child learning and developmental outcomes. Program evaluation and assessment of child outcomes taken together provide a valuable model of program evaluation. Reflection of data results in assistance. Assistance means that all children have resources, professionally prepared teachers, services and supports to meet the expectations of the assessment system.

The transition from evaluation to program change is successful when the following processes are implemented:

A. Local evaluation data is used for program improvement.
B. Local leadership is committed to a collaborative program improvement process.
C. Resources are procured to support staff development related to evaluation results.
D. Local evaluation is part of a long-term program improvement process.

Sept	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar-Apr**	**May-June**
Review previous year PQA Results/Child Outcome data with all staff at first staff meeting. Share current year goals/objectives with all staff. Inservice training. Classroom observation/feedback by Early Childhood Specialist.	1st Program evaluation with PQA, Form A and Form B, by teachers, administrators and parents. 1st Child outcomes data collection. Support individual staff professional development goals.	Program evaluation report to Advisory Committee by Early Childhood Specialist. Classroom observation/feedback by Early Childhood Specialist. Review classroom child outcome data with teachers. Support individual staff professional development goals.	2nd Program evaluation with PQA, Form A and Form B, by teachers, administrators and parents. 2nd Child outcomes data collection. Support individual staff professional development goals.	Classroom observation/feedback by Early Childhood Specialist. Review classroom child outcome data with teachers. Support individual staff professional development goals.	3rd Program evaluation with PQA, Form A and Form B, by teachers, administrators and parents. 3rd Child outcomes data collection. Aggregate data; generate gain scores across domains. Support individual staff professional development goals.	Classroom observation/feedback by Early Childhood Specialist. Review child outcome data with teachers. Individual staff performance evaluation and professional goal-setting. Submit PQA results to MDE for statewide MSRP evaluation.	Develop new program goals for following year with staff, parents, administrators. Arrange for related fall inservice. Program evaluation report to Advisory Committee by Early Childhood Specialist.

Date: _____

Contact Person: _____

PQA Project Plan

Program Quality Goal / PQA Item: II-K

The program has a time each day for snacks or meals that encourage social interaction.

Current Score: 2 Desired Outcome/PQA Score: 5

1. What are you currently doing well?	2. What will you need to start doing? These are your objectives.	3. Do you anticipate any barriers or issues that might get in your way?	4. Is there any additional information you need?
Children have choices (where to sit, what to eat). *Children serve themselves things from the basket.* *Adults sometimes interact.*	*Adults need to sit down and eat with children.* *Children need to be able to serve themselves more.* *Adults need to interact more with children.*	*Adults need to understand the importance of eating family style and interacting with children.* *We only have large serving utensils and bowls.*	*No*

5. Who else will you need to involve? (e.g., staff, parents)	6. What steps will you take to carry out your plan?	7. What is your timeline for these steps?	8. How will you evaluate the effectiveness of the change?
Cooks *Teachers and assistants* *Accountant*	*Talk to accountant to get funds to purchase child-friendly serving pieces.* *Meet with teachers to discuss new policy for eating with children.* *Do a training on interacting with children.*	*Immediately* *Next staff meeting in one week.* *Next inservice day – last Friday of the month.*	*Two weeks after the inservice training, ask teachers to rescore themselves on item II-K.* *Collect and review scores.* *Go into the classrooms one week later to confirm these scores.*

SAMPLE SCHOOL READINESS RATING SCALE
HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION
Michigan School Readiness Program Evaluation: Phase II

Full Name of Child:

_____
First Middle Last

Child's Date of Birth: Year_____ Month _____Day _____

Child's Grade in School (Circle one.) Pre-K K 1st 2nd 3rd 4th

Name of School _____

School District: _____
City:_____

Rater's Name:_____

Rater's Position/Title:_____

Date Rating Completed: Year_____ Month_____ Day_____

Instructions

On the other side of this sheet, you will find a list of statements that may be used to describe a child's learning, development, or behavior. For the child you are assessing, read each statement. Next, to the right on the same line, please mark an X in only ONE of the column boxes (Strongly Disagree, Disagree, Agree, or Strongly Agree) that best indicates how much you think this statement describes what you have observed of this child's current learning and development in school. Base your ratings on what in your experience is typical for children in this grade or age group. Thank you for your help.

EXAMPLE:

In thinking *about this child*, write an X in ONE box on the right of each statement. *This child*.....	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
Likes to play.				**X**
Always tells the truth.			**X**	

OVER

School Readiness Rating Scale: ***For each item below, mark an X in only ONE of the column boxes (Strongly Disagree, Disagree, Agree, or Strongly Agree) that best indicates how much you think this statement describes this child's current learning and development in school. Base your ratings on what in your experience is typical for children in this grade or age group.***				
In thinking *about this child*, write an X in ONE box on the right of each statement. *This child*	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
Takes initiative				
Has a good attendance record				
Shows interest in school work				
Gets along with other children				
Gets along with teachers and adults				
Takes responsibility for own errors and problems				
Retains what he or she learns				
Is cooperative				
Completes assignments				
Is imaginative and creative in using materials				
Is ready to learn and participate				
Tries out several approaches and solutions when problem solving with materials				
Shows age-appropriate development in collaborative, participation skills; e.g., contributes to class discussions, asks and answers questions				
Demonstrates age-appropriate development in literacy skills; e.g., reading, writing, concepts				
Demonstrates age-appropriate development in math skills; e.g., arithmetic skills, concepts				
Shows development socially and emotionally; e.g., getting along with others, developing self confidence and independence				
Demonstrates age appropriate development in thinking skills; e.g., solving problems, concentrating on tasks				
Shows development of physical abilities; e.g., coordination, in sports, playground, movement)				
Is making good progress to the next grade level				

Comments:

Michigan School Readiness Program (MSRP)
SAMPLE Follow-Up Form

School District: _____

MSRP grantees are required by the Michigan Department of Education to follow academic progress of all children who have participated in the program. Completion of this form assists in program evaluation.	**Student:**	**D.O.B.:**

STUDENT INFORMATION (√ if applies)												**Parent Information**			
		CHILD DEVELOPMENT 1= Emergent skills 2= Mastery of expected skills			ACHIEVEMENT 1= Below grade 2= At grade 3= Above grade			SPECIAL SERVICES			DAYS ABSENT	BEFORE OR AFTER SCHOOL CARE	ATTENDED P/T CONFs	VOLUNTEER IN CLASSROOM	ACTIVE IN SCHOOL ORGS.	**STAFF SIGNATURE**
School Year	Grade	Social	Emotional	Initiative	Math	Rdg	Motor	Rdg	Sp/Lng	Spec Ed.						

SAMPLE: MSRP Follow-Up Form

MSRP grantees are required by the Michigan Department of Education to follow academic progress of all children who have participated in the program. Completion of this form assists in program evaluation.

CHILD's NAME:		**Birth Date:**	
School Year			
School District			
Grade Level	Kindergarten	First Grade	Second Grade

CHILD INFORMATION Below Grade Level= **BG** At Grade Level= **GL** Above Grade Level= **AG**

Social			
Emotional			
Self Help Skills			
Physical Growth			
Math			
Reading			
Attn Span			
Oral Language			
Special Services	☐ Speech/Lang ☐ Reading ☐ Special Educ ☐ Other _____	☐ Speech/Lang ☐ Reading ☐ Special Educ ☐ Other _____	☐ Speech/Lang ☐ Reading ☐ Special Educ ☐ Other _____
Placement Next Year			

PARENT INFORMATION Regularly = **R** Occasionally = **O** Never = **N**

Supports Child's Attendance			
Attends Conference			
Volunteers in Classroom/School Organizations			
Supports At-Home Activities			

Council of Chief State School Officers
One Massachusetts Avenue, NW · Suite 700
Washington, DC 20001-1431
voice: 202.336.7000 · fax: 202.408.8072

http://www.ccsso.org/projects/SCASS/projects/early_childhood_education_assessment_consortium/publications_and_products/2840.cfm

GLOSSARY TERMS

This glossary is part of an ongoing, collaborative effort conducted by individuals from the following organizations and institutions: Action Strategies; Center for Children and Families, Teachers College, Columbia University; Early Childhood Education Assessment SCASS of the Council of Chief State School Officers; ERIC Clearinghouse on Elementary and Early Childhood Education; National Association for the Education of Young Children; National Association of Early Childhood Specialists in State Departments of Education; National Institute for Early Education Research (NIEER); and, the Regional Educational Laboratory at SERVE. The definitions and related comments within reflect that collaboration and not the collective endorsement of the respective organizations and institutions.

As federal and state policies about standards and assessment for young children assume increased prominence, it is also increasingly important to create a common language about early learning standards and assessments--linked to the language used with respect to the education of older children and yet capturing relevant differences in how these terms are conceptualized and defined for *young* children's lives.

This lexicon was developed as a tool to help stakeholders "begin on the same page" when discussing issues related to early childhood education standards and assessment, and conceived as an essential foundation when building a system for successful early learners.

The Words We Use: A Glossary of Terms for Early Childhood Education Standards and Assessment

Accommodations**-** Adaptations in assessment tools and standards to permit children with disabilities or English language learners to show what they know and can do. Adjustments may be made, for example, in the way a test is administered or presented, in the timing, in the language, or in how the child responds. The nature of the adjustment determines whether or not what is being measured or the comparability of scores is affected**.**
Accountability**-** An organization's or individual's responsibility for developing and implementing a process or procedure to justify decisions made and to demonstrate the results or outcomes produced (e.g., what progress children are making).
Achievement Test- A testing instrument, typically standardized and norm referenced, used to measure how much a child has learned in relation to educational objectives.
Alignment- Not yet developed.
Alternative Assessment- See **Performance-based assessment** and **Accommodation**.
Aptitude Test**-** A testing instrument intended to predict a child's ability to do or learn something, given an opportunity to learn.
Assessment-A systematic procedure for obtaining information from observation, interviews, portfolios, projects, tests, and other sources that can be used to make judgments about characteristics of children or programs.
Authentic Assessment- See **Performance-based assessment.**
Benchmarks (Performance Standards)- Clear, specific descriptions of knowledge or skill that can be supported through observations, descriptions and documentations of a child's performance or behavior and by samples of child's work often used as points of reference in connection with more broadly stated content standards.
Content Standards- Statements that provide a clear description of what a child should know and be able to do in a content area at a particular level.
Criterion-Referenced Test- A testing instrument in which the test-taker's performance (i.e., score) is interpreted by comparing it with a pre-specified standard or specific content and/or skills.
Developmental Assessment- An ongoing process of observing a child's current competencies (including knowledge, skills, dispositions and attitudes) and using the information to help the child develop further in

the context of family and caregiving and learning environments.
Documentation- Documentation is the process of keeping track of and preserving children's work as evidence of their progress or of a program's development.
Early Learning Standards- Statements that describe expectations for the learning and development of young children across the domains of: health and physical well being; social and emotional well being; approaches to learning; language development and symbol systems; and, general knowledge about the world around them.
Evaluation- The measurement, comparison, and judgment of the value, quality or worth of children's work and/or of their schools, teachers, or a specific educational program based upon valid evidence gathered through assessment.
Formal Assessment- A procedure for obtaining information that can be used to make judgments about characteristics of children or programs using standardized instruments.
Indicators- Various statistical values, data or other reported information that, when aggregated, provide an indication of the condition or direction of movement relative to a standard or issue under study.
Informal Assessment- A procedure for obtaining information that can be used to make judgments about characteristics of children or programs using means other than standardized instruments.
Norm-Referenced Test- A standardized testing instrument by which the test-taker's performance is interpreted in relation to the performance of a group of peers who have previously taken the same test. The group of peers is known as the "norming" group.
Observational Assessment- A process in which the teacher systematically observes and records information about the child's level of development and/or knowledge, skills, and attitudes in order to make a determination about what has been learned, improve teaching, and support children's progress. A checklist or notes are often used to record what has been observed.
Outcomes- Changes in behavior, knowledge, understanding, ability, skills and/or attitudes that occur as a result of participation in a program or course of study, receiving services, or using a product.
Performance Standards- See **Benchmarks**.
Performance-Based (Alternate, Alternative, Authentic) Assessment- Any assessment strategy designed to estimate a child's knowledge, understanding, ability, skill and/or attitudes in a consistent fashion across individuals emphasizing methods other than standardized achievement tests, particularly those using multiple choice formats. Performance-based assessments typically include exhibitions, investigations, demonstrations, written or oral responses, journals, and portfolios.
Portfolio Assessment- A collection of work, usually drawn from children's classroom work, which, when subjected to objective analysis, become an assessment tool. This occurs when (1) the assessment purpose is defined; (2) criteria or methods are made clear for determining what is put into the portfolio, by whom, and when; and (3) criteria for assessing either the collection or individual pieces of work are identified and used to make judgments about children's learning.
Program Standards**-** Widely accepted expectations for the characteristics or quality of early childhood settings in homes, centers and schools. Such characteristics typically include: the ratio of adults to children; the qualifications and stability of the staff; characteristics of adult-child relationships; the program philosophy and curriculum model, the nature of relationships with families; the quality and quantity of equipment and materials; the quality and quantity of space per child, and safety and health provisions.
Readiness Test- A testing instrument designed to measure skills believed to be related to school learning tasks and to be predictive of school success.
Rubrics**-** Descriptive scales for organizing and interpreting data gathered from observations of children's performance on a learning task and/or of children's developmental status. Rubrics describe levels of performance of children's work or a particular area of knowledge by defining varying levels of quality or mastery, and providing indicators of each level.
Screening- The use of a brief procedure or instrument designed to identify, from within a large population of children, those who may need further assessment to verify developmental and/or health risks.
Standardized Test- A testing instrument that is administered, scored, and interpreted in a standard manner. It may be either norm-referenced or criterion-referenced.
Standards- Widely accepted statements of expectations for children's learning or the quality of schools and other programs.
Standards-Based Assessment- A process through which the criteria for assessment are derived directly from content and/or performance standards.
Test- One or more questions, problems, and/or tasks designed to estimate a child's knowledge, understanding, ability, skill and/or attitudes in a consistent fashion across individuals. Information from a test or tests contributes to judgments made as a part of an assessment process.

STUDENT PROGRESS SURVEY

MICHIGAN SCHOOL READINESS PROGRAM (MSRP)

LONGITUDINAL STUDY REQUIRED BY
MICHIGAN DEPARTMENT OF EDUCATION

Please complete the following questions at the end of the school year concerning the student in your class who was a previous participant of the Michigan School Readiness Program. Your responses will be analyzed assuring confidentiality for both yourself, and for the student. If you have any questions, contact the EarlyLCC Director at (517) 483-1521. When completed, return to the address in the upper right corner or in the attached return envelope.

Teacher Name:	**Student Name:**
Elementary School:	**Student Number:**
School District:	**Current Grade Level:** K **1** **2**
Number of Years Teaching This Grade: (Check only one.) I. First Year **1 - 5** **6 - 10** **11 or more**	**(Check only one grade.)**
	Parent / Guardian Name(s):
	II. Adult 1 III. Relationship to Child
Date Completed:	IV. Adult 2 V. Relationship to Child

1. **On what date did the child enter your class?**

   How many days has the child been absent this year?

   (If half day kindergarten, half day absence = 1 day absent.)

2. **Did the child attend before / after school childcare while in your class? Yes No Do Not**

   If yes, indicate in what setting the childcare was provided.

   School-sponsored Facility Home Care Provider

   Other Childcare Center Do Not Know

3. **Please check each of the support services for this year from the list below for which, a) referrals were made, and/or b) services were provided, for this child.**

a. Referred For: b. Served By:

Special Education Services Special Education Program

Alternative Programs Alternative Programs

Title I Instructional Services Title I Instructional Program

Counseling/Support Intervention Counseling/Support Intervention

Other, please specify: Other, please specify:

4. **Please indicate, for each of the following activities, the number of times the child's parent / guardian was involved during the year.**

Attended Parent / Teacher Conferences Attended PTA/PTO Meetings

Assisted with Field Trips Observed/Volunteered in the Classroom

Attended School-sponsored Events Other, please specify:

PLEASE TURN OVER AND COMPLETE THE SURVEY

5. **For each of the areas below, please assess the extent to which this child has demonstrated progress in the following cognitive and developmental areas. Use the scale at the right to indicate your assessment in relation to the other children in your class. Mark only one rating along the continuum for each area.**

Compared to other children in my class, **this child's progress in:**	Below **Average**		**Average**		**Above Average**
• **Language & Literacy**	m	m	m	m	m
• **Logic & Mathematics**	m	m	m	m	m
• **Creative & Imaginative**	m	m	m	m	m
• **Retains learning**	m	m	m	m	m
• **Applies learning**	m	m	m	m	m

• **Problem-Solving skills**	m	m	m	m	m
• **Personal - Behavioral**	m	m	m	m	m
• **Social - Interactional**	m	m	m	m	m
• **Takes initiative**	m	m	m	m	m
• **School attendance**	m	m	m	m	m
• **Gross-Motor development**	m	m	m	m	m
• **Fine-Motor development**	m	m	m	m	m

6. **Has the child met the curricular expectations for this grade level …**

… in Reading/Lang. Arts:	Yes	No	… in Science:	Yes	No
… in Mathematics:	Yes	No	… in Social Studies:	Yes	No

7. Has the child been promoted to the next grade level? Yes No

If no, please cite the primary reason(s) for the retention.

8. **Did this child participate in any standardized, norm-referenced testing this year? Yes No**

   If yes, … Name of Test:

   … Student's Percentile Score – Reading: % ile

   … Student's Percentile Score – Mathematics: % ile

9. **In your judgement, to what extent do you think the child's previous participation in the Kindergarten Readiness Program had a positive impact on his/her current educational standing. (Check only one rating.)**

Had Significant **Impact**	Had Some **Impact**	Had Little **Impact**	Had No **Impact**	Do Not **Know**

10. **Please provide any comments or anecdotal evidence you feel would assist in assessing the child's educational progress.**

This survey is a collaborative effort of the Greater Ingham County Readiness Coordinating Council, Spring, 2000.

Section 12

Budget and Financial Guidelines

I. Introduction

The purpose of these programs is to improve school readiness and to foster the maintenance of stable families. Preschool programs funded through this state grant program must be designed to meet the comprehensive needs of four-year-old children and must provide opportunities for the active involvement of parents in program planning and implementation. For Districts/PSAs, the Parent Involvement and Education initiative funded through this categorical state aid program must provide services to all families with children age five or younger residing with the School District.

District/PSA financial reporting is accomplished exclusively in the Michigan Electronic Grants System (MEGS). New MSRP Competitive grantees first submit financial information in hard-copy during the application process. Once awarded a grant, budgets are transferred into MEGS. Continuing Competitive grantees submit financial information into MEGS.

II. Budget Guidelines

Michigan School Readiness Program funds may be used to pay for the following:

A. Instructional materials and supplies
B. Nutritional supplies
C. Teacher, associate teacher, and aide salaries and fringes
D. Parent involvement activities
E. Transportation for students
F. Health support services
G. Student support services
H. Staff development and teacher/parent training (maximum of 10 percent of the total grant award)
I. Travel necessary to enable project staff to implement the early childhood program
J. Office supplies and materials
K. Communication
L. Printing and binding
M. Rent paid to a source other than the grantee for facility or space (as approved by the Michigan Department of Education)
N. Construction or renovation expenses related to licensing, as documented by the pre-licensing report and approved by the Michigan Department of Education
O. Equipment

Michigan School Readiness Program funds MAY NOT be used to pay for:

A. Stipends
B. Existing administrative, educational, or support personnel funded through other sources
C. Indirect costs

II. Budget Summary

A complete list of the Function Codes that have been selected for use in the Michigan School Readiness Program:

Function Code	Description
118 -	Pre-School - Instructional activities in learning which normally may be achieved during the years immediately preceding kindergarten. Instruction includes the activities dealing directly with the teaching of pupils or the interaction between teacher and pupils. Teaching may be provided for pupils in a school classroom, in another location such as in a home or hospital, and other learning situations such as those involving co-curricular activities. It may also be provided through some other approved medium such as television, radio, telephone, and correspondence. Included here are the activities of classroom aides, teacher assistants, supplies and machines that directly aid in the instructional process. Include the work of group and class sponsors and chaperons at student activities. Include activities associated with instructional field trips.
212	Guidance Services - Consist of those activities of counseling with pupils and parents, providing consultation with other staff members on learning problems, evaluating the abilities of pupils, assisting pupils to make their own educational and career plans and choices, assisting pupils in personal and social development, providing referral assistance, and working with other staff members in planning and conducting guidance programs for pupils.
213	Health Services – Consist of physical and mental health services. Included are activities involved with providing pupils with appropriate medical, dental, nursing occupational therapy, or other health services.
214	Psychological Services - Consist of those activities of administering psychological tests, interpreting the results of psychological tests, working with other staff members in planning school programs to meet the special needs of pupils as indicated by psychological tests, and planning and managing a program of psychological services including psychological counseling for the school or school system.
215	Speech Pathology and Audiology Services - Consist of those activities which have as their purpose the identification, assessment, and treatment of children with impairments in speech, hearing and language.
216	Social Work Services - Consist of those activities that have as their purpose the performance of school social work activities dealing with the problems of pupils that involve the home, school, and community.

217	Visual Aid Services - Consist of those activities that have as their purpose the identification, assessment, and treatment of children with sight impairments.
221	Improvement of Instruction - Consists of those activities that are designed primarily for assisting instructional staff in planning, developing, and evaluating the process of providing challenging and natural learning experiences for pupils. These activities include curriculum development, techniques of instruction, child development and understanding, in-service training for instructional staff.
222	Educational Media Services - Consist of those activities such as selecting, acquiring, preparing, cataloging, and circulating books and other printed materials; planning the use of educational media by teachers and other members of the instructional staff; and guiding instructional staff members in their use of educational media. Included here are the activities for planning the use of the educational media by pupils and instructing pupils in their use of media materials.
226	Supervision and Direction of Instructional Staff - Directing and managing instructional services. Includes the activities of program coordination and program compliance monitoring. Examples: Special Education, Career Technical, and Title I directors (includes Early Childhood Specialist).
227	Academic Student Assessment – Academic assessment of pupils, i.e., child assessment materials.
229	Other Instructional Staff Services - Consist of activities other than those defined above to assist instructional staff.
232	Executive Administration - Those activities associated with the District-wide general or executive responsibilities, including the development and execution of School District policies through staff at all levels. Titles may include superintendent, associate or assistant superintendent, but may not be limited to such designations. These activities may be distinguished from the supervision or direction of a specific function, program or supporting service that may appropriately be charged to another specific instructional or supporting function. When the same individual directs two or more functions, the services of that individual's office may be prorated between the functions concerned. Include community relation's services (District wide activities and programs designed to improve school/community relations.)
233	Grant Writer/Grant Procurement - District-wide activities associated with grant writing and administrative activities necessary for meeting state and federal requirements related to grants. Examples: When a District employs a District-wide grant writer or coordinator.
241	Office of the Principal – Activities performed by the principal, assistant principal and other assistants in the general supervision of all operations of the school building; evaluation of staff members of the school; supervision and maintenance of the school records are included under this function, along with clerical staff for these activities (includes the program director of MSRP Agency grantees).
249	Other School Administration – Other activities of school administration not defined above. Include full-time department chair persons and graduation expenditures here.
252	Fiscal Services – Activities concerned with the fiscal operations of the school system. This function includes budgeting, receiving and disbursing, financial accounting, payroll, purchasing, inventory control, and internal auditing.

257	Internal Services – Activities concerned with storing and distributing supplies, furniture, and equipment. Also include duplicating and printing services, central mail services, and costs associated with the operation of a central switchboard or receptionist.
261	Operating Buildings Services – Activities concerned with keeping the physical plant open, clean, and ready for daily use. They include operating the heating, lighting, and ventilation systems, and repairing facilities/equipment. Also included are operating building leases, property and liability insurance, janitorial and ground maintenance costs. May be used in a Capital Projects fund only to extent allowed by law.
271	Pupil Transportation Services – Activities concerned with the conveyance of pupils to and from school, as provided by state law. It includes trips between home and school or trips to school activities. All other direct costs related to pupil transportation should be included under this function, i.e., physical exams, uniforms, school bus driver licenses, awards, bus monitors, etc. May be used in Capital Projects Funds only to extent allowed by law.
281	Planning, Research, Development, and Evaluation - Activities, on a system-wide basis, associated with conducting and managing programs of planning, research, development, and evaluation for a school system.
282	Communication Services - Activities concerned with writing, editing, and other preparation necessary to disseminate educational and administrative information to pupils, staff, managers or to the general public through direct mailing, the various news media, or personal contact.
283	Staff/Personnel Services – Activities concerned with maintaining an efficient staff for the school system. It includes such activities as recruiting and placement, staff transfers, in-service training, health services, staff accounting, and staff relations and negotiations. In-service training and professional development for noninstructional support staff should be recorded here.
284	Support Services Technology - Activities concerned with preparing data for storage, storing data, and retrieving them for reproduction as information for management and reporting when these services are provided by the District in its own facilities. Also include District wide activities associated with technology support.
285	Pupil Accounting - Consists of those activities concerned with acquiring, maintaining, and auditing records of pupil attendance, and reporting information to various oversight agencies.
289	Other Central Services - Central services not defined above.
297	Food Services - Consist of those activities concerned with providing food to pupils and staff in a school or school system. This service includes the preparation and serving of regular and incidental meals, lunches, or snacks in connection with school activities and the delivery of food.
299	Other Support Services
331	Community Activities – Consist of those activities concerned with providing services to civic affairs organizations. This includes services to parent-teacher association meetings, other parent involvement functions, public forums, lectures, and civil defense planning.

411	Payments to Other Public Schools Within the State of Michigan – Sub-Grantee Distributions Only. All other payments for services, supplies, and materials should be reported in the appropriate function and object code 82xx.
441	Payments to Other Governmental Entities - Sub-grantee Relationships Only (Non-Public Schools, Community Organizations, etc.)
452	Site Improvement Services - Activities concerned with improving sites, and with maintaining existing site improvements.

Capital Outlay: This refers to costs in excess of $5,000 for developmentally appropriate classroom equipment (per unit), and renovation cost, if needed, to meet Public Act 116 of 1973, as amended, licensing approval.

III. Caps on Expenditures

The maximum amount of program funds allowable for **professional development** activities is 10 percent of the total grant.

The maximum amount of program funds allowable for **administrative costs** is 10 percent of the total grant. In School Districts/public school academies that **subcontract** for the provision of the comprehensive compensatory program and retain 5 percent of the grant amount for administrative services, the outgoing transfer detail must document no more than an additional five percent of the total grant award being utilized for administrative purposes.

The following function groupings are considered "administrative" when being reviewed for the maximum allowable expenditure: 230, 240, 250, 260 and 280. Amounts designated for the rent or lease of a facility needed to implement the preschool program will not be considered in the administrative cap. The maintenance, janitorial, utilities and insurances will be considered in the administrative expenditures unless they are rolled into the lease/rental agreement.

IV. Budget Detail

A budget detail is required for each line item that is presented in the budget summary. Formula and Competitive grant programs must demonstrate the extent to which these funds will supplement other federal, state, local or private funds, if applicable.

The detail should include:

- clear, detailed expenditures directly related to the activities being provided in the Michigan School Readiness Program. For example: for personnel, enter a salary amount, a benefits amount, and FTE or hours. If the personnel do not receive benefits, you must enter a zero in the benefits box. Competitive programs may include a formula for staff (2 paraprofessionals at $XX.00 per hour).
- detailed costs reasonable for the quality of the project activities proposed,
- appropriate function codes, as indicated on the budget summary, not exceeding the maximum of 10 percent of the request for administrative costs (lines 230, 240, 250, 260 & 280),
- staff development not exceeding 10 percent (line 220), and
- optional detail of local share expenditures, included separately.

Parent Involvement and Education Option (for School Districts/PSAs only)

For District grantees that choose to implement the Parent Involvement and Education Program, it is necessary to detail the PIE funds and MSRP funds separately.

Detailing Program Budget with Subcontractors

Districts/public school academies that subcontract to nonprofit entities to provide all or a portion of the MSRP must, in addition to providing the detail of their own anticipated expenditures, detail the anticipated expenditures of the subcontract. To do this, select 411 (if the subcontract fiduciary is another School District) or 441 (if the subcontract is a community-based child-caring organization or Head Start). To assist in sorting the entries, type the abbreviated name of the contractor, then a colon, then a brief description of the anticipated expenditure. (Example: 441:118-HappyKids – 2.0 FTE teacher salary). Break down the anticipated expenditures to the detail that will allow Early Childhood Education and Family Services staff to determine that all anticipated expenditures are reasonable and cost effective for the program being implemented, as well as being able to determine that the administrative and staff development caps have not been exceeded.

Local Share
Additional funds from other sources utilized to support the program may be reported as local Agency share. This is beneficial in documenting the true costs of the program. In programs that blend MSRP children with children supported from other sources, do not enter the funds that support the other children's attendance, enter only those contributions to the program for MSRP children.

Personnel Rules
Salaries entered for personnel must be accompanied by an entry in benefits. If the individual does not receive benefits, enter "0" Full Time Equivalent (FTE) or hours must be designated for each individual or group of individuals entered. A 1.0 FTE is viewed as the equivalent of 40 hours/week, no matter if the individual is contracted to work the full calendar year or the school calendar year. Hours entered should equal the total hours per year. In programs that blend MSRP-eligible children with children who are supported from other sources, enter separately the equivalent of time that the staff spend with the MSRP children. (i.e., in a part-day classroom that enrolls 16, eight of whom are MSRP, the teacher would be entered at .25 FTE (working ½ time, with ½ of the children eligible to be claimed in this budget).

IV. Budget Revisions Process

A. Approval is needed only if the total on a horizontal line item (the last number in the right hand column on any line) will change by more than 10 percent. If the changes are all less than 10 percent, approval is not necessary.
B. To request a budget amendment, grantees should contact an MSRP consultant in order that the MEGS application can be returned for modifications.

V. Accessing Funds

A. **District/PSA:** Information pertaining to the state aid payments may be found in the State Aid Financial Status Report under Section 32d "Michigan School Readiness Program" in the report sent to each School District monthly. There are 11 payments for each fiscal year which begins in October.

B. **Agency (Competitive):** The Michigan Department of Education, Office of Financial Management and Administrative Services, has developed the Cash Management System which allows recipients of state grants to report expenditures and request cash via the internet.

Each grantee needs to have an established Michigan Education Information System (MEIS) account. Access to the internet can be obtained by going to the following URL: http://www.meis.mde.state.mi.us. This site will allow grantees to create an account as well as draw funds.

VI. Michigan Department of Education Recovery/Deobligation of Funds

The Michigan Department of Education is required to recover funds not used for the Michigan School Readiness Program. This occurs when a grantee does not use all of the funds allotted, or the grantee does not serve the number of children awarded. The processes are different for the School District/PSAs and Competitive agencies.

District/PSA Spaces not filled:

- Each District/consortium must report on the Narrative Summary Report the most children enrolled on a day they have selected as their count day.
- If all the allocated spaces are filled, there is no deferral of funds.
- Fewer children enrolled on the count day will result in a deferral of those spaces and a reduction of the following year's allocation.
- This deferral is typically done on a State Aid payment during the winter months of the next year.
- It is possible to reduce the allocation during the year by contacting the regional MSRP consultant.

District/PSA Funds not spent:

- District/PSA grantees may request carryover of funds into the next school year. Funds must be expended according to program options identified on the MSRP Participating Resolution. For example, classroom funds must be carried over for classroom purposes and PIE funds must be carried over for PIE purposes.
- Please note that deferred funds and carryover funds are not the same. Do NOT report/co-mingle carryover requests with the next year's budget (which may contain deferred funds).
- Carryover funds must be spent by **June 30** of the succeeding fiscal year.
- Funds that are not spent, no carryover requested and/or unexpended carryover will result in a Prior Year Adjustment Process.

Agency (Competitive) Spaces not filled:

- A "count day" is conducted annually and unused spaces are disseminated to existing Competitive grantees.
- Each Agency must report on the Narrative Summary Report the most children.
- Enrolled on a day they have selected as their count day.
- If all the funded spaces are filled, there is no deobligation of funds.
- Fewer children enrolled on the count day will result in a deobligation of funds and the recovery of the child allowance for each space not filled.
- This recovery will be subtracted from future payments to the grantee by the State.
- A reduction in funding may be requested at any time during the year by agencies not able to fill all their spaces.

Agency (Competitive) Funds not spent:

- A grantee reports their final expenditures on the DS-4044 through the MEIS on-line system at the end of the year.
- There is no carryover of funds allowed for Competitive grantees.
- Final expenditures less than the grant award will result in an automatic
- deobligation of funds.

Section 13

Reporting and Monitoring

See the *At a Glance* poster in Section 1 for a list of required reports for both the District/PSA and Agency MSRP.

I. Program Evaluation

A. *Mid Year Report* including the *Program Quality Assessment (PQA)* and bubble sheet on the risk factors.
B. *Narrative Summary Report including the attainment of the program objectives and results.* The Narrative Summary Report is designed to provide the official record of service to eligible children. Grantees are to complete the section that details the largest number of spaces/slots/children served on any given day. This number, should it reflect service to fewer children than the grantee was funded to serve, will trigger a prior year adjustment for district/PSA programs or deobligation for Competitive programs.

The Michigan Department of Education will issue a format for the development of the Mid Year Report and the Narrative Summary Report.

II. On-Site Monitoring Visits

Programs will be periodically monitored by Early Childhood and Family Services staff. On-site visits will include the review of administrative and children's records as well as a classroom observation utilizing the *Program Quality Assessment*.

Please refer to the enclosed *On-Site Monitoring Guide* in this section.

III. Administrative Records

The following administrative records should be kept on file for seven years. They must be available for on-site monitoring visits and for potential audits during the program year and for six succeeding years.

A. Applications and preapplications (CNRA), including correspondence regarding out-of-compliance items and compliance plans.
B. All reports, including mid year and narrative summary (year-end) and any reports from on-site monitoring visits completed by the Michigan Department of Education.
C. All budgets and financial records, including reports.
D. Student Recruitment and Selection Plan, including copies of flyers, announcements, and enrollment forms.
E. Project Plan, including philosophy statement, curriculum model, and examples of lesson plans.

F. Parent Involvement
    1. Evidence of parent's participation in decision-making activities, such as rosters of advisory and curriculum committee members, agendas and minutes of meetings.
    2. Records of parent group meetings and family activities.
G. Supplementary Child Care Records.
H. Program Evaluation Plan.
    1. *Program Quality Assessment* records.
    2. Program improvement plans.
    3. Program profiles of child outcome data.
    4. Records of accreditation plans, if applicable.
I. Proof of Department of Human Services Care License/Approval, including correspondence and compliance issues.
J. Personnel Records, including the Director, Early Childhood Specialist, Lead Teacher(s), Associate Teacher(s), Home Visitor(s), and others.
    1. Qualifications.
    2. Professional development, including in-service training, conferences, workshops, classes, and others.
K. Children's Records – a single file for each enrolled child must be kept for seven years and include:
    1. Age documentation (birth certificate or other proof of age eligibility)
    2. Health and immunization record.
    3. Documentation of eligibility (risk factors).
    4. Verification of income eligibility.
    5. Family Information (parent/guardian name, address, phone number).
    6. Assessment of child's progress in the program and follow-up information through second grade.
    7. Documentation of date and content of home visits and parent-teacher conferences.

IV. Financial

A. School District/PSA:
    1. Actual final expenditures report including summary and detail for the previous funded year will be due in mid-November.
    2. If requesting carry-over, the actual final expenditures report for the previous funded year must be submitted with the carry-over budget request form by mid-October.
    3. Carry-over expenditures must be exhausted by June 30 of the following year or any unspent funds will be recovered by the State.

B. Agency:

1. The DS-4044, on-line final expenditure report for the previous funded year will be due by November 30. This can be accessed at the MEIS web site at www.meis.mde.state.mi.us.
2. A budget detail only of actual final expenditures for the previous funded year will be due by November 30. The budget detail must match the DS-4044.
3. There is no carry-over provision.

MICHIGAN SCHOOL READINESS PROGRAM

A GUIDE FOR THE ON-SITE REVIEW PROCESS Revised 2007

Michigan Department of Education
Early Childhood Education and Family Services

FORWARD

This guide has been developed to support administrators of Michigan School Readiness Programs as they prepare for a visit by the on-site review team from the Michigan Department of Education Early Childhood Education and Family Services. One of the keys to a successful review is the advance preparation by the leadership and teaching team.

This guide includes the following:

- Scheduling and Arrangement Considerations
- The On-Site Agenda
- Opening Discussion
- Program Observation
- Review of Records
- Feedback/Follow-up Discussion
- Compliance Plan

If you need assistance while preparing for the on-site review or in the compliance phase, you may contact:

Dr. Lindy Buch, Director
Bill Witt, Supervisor
Judy Levine, Consultant
Connie Robinson, Consultant
Blanche Deren, Consultant

Michigan Department of Education
Office of Early Childhood Education and Family Services
Preschool and Early Elementary Programs
P.O. Box 30008
Lansing, MI 48909
(517) 373-8483

THE ON-SITE REVIEW

I. SCHEDULING

It is important that all relevant staff in the school system or community Agency be notified that an On-Site Review will be conducted. Certain staff members are required to participate directly in the On-Site Review. Schedule the On-Site Review with these considerations in mind:

- Most on-site reviews are conducted in one day. Large programs operating in more than one site may require more than one day.
- All on-site reviews will be conducted by a consultant. A two or three member team may review large Districts and grantees.
- All arrangements for the on-site review should be made prior to the time the entrance interview is held. The Office of Early Childhood Education and Family Services will be responsible for scheduling and conducting the on-site reviews and for reporting the results of the findings. The local District or Agency will be responsible for compiling and assembling all requested staff, materials, documents, and records in a central location. All requested materials should be forwarded to Early Childhood and Family Services at least two weeks prior to the scheduled date.
- A specific place should be reserved for 1) interviewing teachers and parents and, 2) the review of documents. The location should be private and away from other activities but in close proximity to the classroom.
- An On-Site Review Team member will observe the early childhood classrooms and complete the *Program Quality Assessment* tool. The number of classrooms to be observed will be determined by the number of funded children.

II. THE ON-SITE AGENDA

Each on-site review will consist of four activities:

- Opening Discussion
- Review of records
- Program observation
- Feedback/Follow-up Discussion

Refer to the confirmation letter for On-Site Review Team arrival time.

III. OPENING DISCUSSION

The activities for the day will begin with conversation, which should take a maximum of 30 minutes. The purpose of this meeting is for introductions, to provide background information concerning the components and procedures of the review, to seek information from the program staff regarding areas of concern and areas in which more support from MDE is requested.

The following personnel should be in attendance:

- Superintendent/Executive Director
- Program Director
- Early Childhood Specialist
- Classroom Teacher
- Associate Teacher
- Parents (if available)

IV. PROGRAM REVIEW

The observation includes classroom visits, staff interviews, and may also include review of other component services such as parent or advisory committee meetings and financial reports.

A. Interviews:

The following sections of the *Program Quality Assessment* will be used to complete interview items:

IV. Curriculum Planning & Assessment
V. Parent Involvement & Family Services
VI. Staff Qualifications & Staff Development
VII. Program Management

Interviews with staff, parents or advisory committee members may occur.

B. Site Observations:

Refer to the confirmation letter to determine how many classrooms/centers should be scheduled for visits.

The *Program Quality Assessment* will be administered to identify program strengths and areas for improvement. Observation items include:

I. Learning Environment
II. Daily Routine
III. Adult-Child Interaction

V. REVIEW OF RECORDS

The following materials, documents, and records MUST be compiled and assembled in one place prior to the time the entrance interview is held. The review of records includes two categories: 1) general/administrative records, and 2) children's records. Please review the enclosed Children's Records Review Form for detailed information regarding review of records.

A. Materials to forward to the Office of Early Childhood Education and Family Services two weeks prior to the scheduled review:

1. Map to the classroom site.
2. Classroom daily schedule with times indicated for each portion of the daily routine.
3. Classroom diagram.
4. Completed Child Records Review Form.
5. Student Recruitment and Selection Plan
   Samples of:
   - Flyers
   - Announcements
   - Applications
6. Project Plan
   - Philosophy Statement
   - Curriculum and assessment tools.
7. Parent Involvement
   - Roster of advisory and curriculum committee members and minutes
   - Parent Handbook including policies concerning Parent Involvement, attendance, weather, illness, medication, conflict resolution, accidents/emergencies, child abuse and neglect, confidentiality and grievances.
   - List of community groups, organizations, agencies, and other programs which would provide resources for parents
8. Supplementary Child Care
   - Plan for child care
9. Proof of Department of Human Services Child Care License/Approval (proof of updated DHS approval).
10. Qualifications of New Key Personnel
    - Early Childhood Specialist
    - Lead Teacher(s)
    - Associate Teacher(s)

11. Professional Development

Verification of in-service training, conferences, or workshops planned/attended by:

- Lead Teachers
- Associate Teachers
- Administrator(s)
- Early Childhood Specialist

Updated credentials and compliance plans for current staff.

B. Materials to have available onsite:

1. All children's records should be available at the site where the observation is occurring. The on-site review team will determine the number of records to be reviewed through a random sampling.
2. The following records must be compiled in the following order:
   - Age documentation (birth certificate)
   - Health and immunization record
   - Documentation of eligibility (risk factors)
   - Verification of income eligibility
   - Family information (parent/guardian name, address, phone number)
   - Assessment of children's progress
   - Home visits, conferences and parent-teacher verification

VI. FEEDBACK FOLLOW-UP

This session is designed to provide preliminary impressions. Recommendations for technical assistance, professional development and discussion regarding areas of concern may take place. Allow for the teaching team to be in attendance. Written reports are mailed to superintendents, directors and participating lead teachers. Reports will include:

- Report from the Department of Education
- Original completed and scored *Program Quality Assessment*
- Compliance issues, if applicable

VII. THE COMPLIANCE PLAN

Early Childhood Education and Family Services will forward to the District or Agency a written report of the findings approximately 30 days after the On-Site Review. If the findings reveal any non-compliance areas, the local program must submit, within 15 days, a compliance plan for bringing all non-compliance areas into compliance.

The Compliance Plan should include the following information:

A. Name of consortium, School District, or Agency.

B. Date of submission.

C. Identification of each non-compliance item by standard, State Board criterion, or legislative mandate.

D. Statement of the Michigan Department of Education's recommendation(s) for compliance.

E. Objective or statement of action to be taken in order to comply.

F. Identification of activities/steps, such as specific tasks, that must be accomplished if the objective(s) are to be reached.

G. Timeline(s) indicating the date each activity/step will begin.

H. Identification of the specific personnel designed to initiate and monitor the implementation of tasks.

I. Identification of technical assistance needs including specific resources needed in order to comply, an identification of the source that is expected to provide the resource(s), and the identification of dates by which the resource(s) will be provided.

J. Products or outcomes which are tangible examples that can be examined and assessed by Department of Education staff to determine whether the Agency has made changes or provisions necessary for complying; and the identification of specific date(s) by which tangible examples, projects or outcomes will be available for review by Department of Education staff.

ON-SITE PREPARATION CHECKLIST

This checklist is designed to aid those who are directly responsible for coordinating the on-site activities.

HAVE YOU . . .	Yes	No
Reserved a place for the Opening Discussion, Feedback/Follow-up Discussion and review of children's records?	_____	_____
Notified the preschool staff that an on-site review will be conducted and inform them of what to expect?	_____	_____
Arranged for staff members to attend the Opening Discussion, Feedback/Follow-up Discussion and informed them of the date/location/time?	_____	_____
Sent requested information to the consultant(s)?	_____	_____
Assembled the necessary child records?	_____	_____

Michigan School Readiness Program
Children's Records Review Form

Grantee: _____ Date: _____

The first four columns require specific data.
Place check marks (✓) to indicate compliance in remaining columns.

CHILD NAME	Date of Birth (month & year) (From birth certificate)	* Income Guidelines Code **(see below)**	Date of Health Appraisal	Documen-tation of (2) Risk Factors (✓)	Immuni-zation (✓)	Parent/ Guardian's Name (✓)	Home Address & Phone Number (✓)	Assessment of Child's Progress (✓)	Home Visit Documen-tation (✓)	Parent/ Teacher Conf. Documen-tation(✓)
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										

*** Family meets income guidelines:**

✓ = MSRP income eligible
OI = Over Income
HSW = Head Start eligible, waiver on file
HSN = Head Start eligible, no waiver

% of children meeting low income guidelines _____

Section 14

Optional Programming

Parent Involvement and Education Initiative

I. Introduction

A. The current language in the 2005-2006 state aid legislation contains the option to divert funds from preschool programming for at-risk four-year-old children to offer parenting programs similar to those in effect during 2001-2002. During that funding year, grants were awarded to 23 intermediate School Districts as the All-Students Achieve Program-Parent Involvement and Education (ASAP-PIE) grants.

B. The purpose of these programs is to improve school readiness and foster the maintenance of stable families by:
   1. Encouraging positive parenting skills;
   2. Enhancing parent-child interaction;
   3. Providing learning opportunities to promote intellectual, physical, social growth; and
   4. Promoting access to needed community services through a community-school-home partnership that provides parents with information on child development from birth to age five.

II. Implementation Requirements

Districts must strictly adhere to all elements of the 2001-2002 legislation and meet all of the following in order to qualify for funding.

A. The program must provide services to all families with children age five or younger residing within the intermediate School District or District who choose to participate.
   1. Services are designed to run for the entire fiscal year.
   2. Services are tiered and provided based on levels of risk.
   3. Services are individualized to the level of risk for each family.
   4. Programs engage families from a variety of sources.

B. Home Visits
   1. Designed with the parent as the learner.
   2. Research based curriculum is implemented by a professional home visitor trained in child development. Options might include:
      a. Parents as Teachers,
      b. Building Strong Families,
      c. Infant Mental health Services,
      d. Nurse Home Visiting, or
      e. Healthy Families America.

f. Balanced comprehensive curriculum addressing all domains of development.
g. A high dosage of visits (6+) is targeted to the most needy families.
h. Appropriate referrals are made and followed up on regarding family needs.

C. Group Meetings
1. Held at a time and place convenient for parents,
2. Consist of topics that are of interest to parents, relevant, and relate to parents as their children's first teacher,
3. Parents should partner with staff to determine the focus, activities and discussion topics for meetings,
4. A research-based curriculum is used, and
5. All meetings relate to parenting children birth to five, children's development, community resources for families, etc.

D. Periodic developmental screening of the child's overall development, health, hearing, and vision are required.
1. Screening is planned collaboratively with the local health department.
2. Screening processes are explained to parents beforehand and familiar professionals convey results of the screenings.
3. Appropriate recommendations and referrals are made across developmental and health domains.
4. All referrals are both followed up on and documented.

E. A community resource network is available that provides referrals to other state, local, and private agencies.
1. Staff is knowledgeable about the community resource network to assist with referrals.
2. Referrals occur in partnership with parents and assist parents in learning how to use the network to access services for their children and families.

F. Connection with quality preschool programs.
1. Programs provide a connection for all three-and four-year-old children, irrespective of income and risk factors.
2. Programs identify the level of quality of preschool programs in their community, using the *Early Childhood Standards of Quality for Prekindergarten* and other resources e. g. Program Quality Assessment.

G. The program must be a collaborative community effort.
1. Grantees engage in collaboration with parents, community collaboratives, community agencies and organizations, the Great Parents, Great Start program at the ISD/RESA.
2. Collaborative forms or letters are included in administrative files.
3. A written plan for the delivery of the program components, including evidence of approval by the local early childhood collaborative body, is included in administrative files.

Michigan School Readiness Program
Parent Involvement and Education Initiative (PIE)

Legislative Requirements	Appropriate Practices	Inappropriate Practices
The program must provide services to all families with children age five or younger living within the intermediate school district or district who choose to participate, including at least all of the following services:	Services are designed to run for the entire fiscal year. Services are offered from an asset model vs. a risk or deficit model. Services are tiered and provided based on levels of risk, i.e., with families having low to no risk receiving one level of service as compared to families with higher risks receiving more intensive services. Services are individualized to the level of risk for each family. Programs engage families: • from existing waiting lists of community infant-toddler and preschool programs • who have exited from *Early On*® and who have not transitioned into other preschool programming • with newborns • of teen parents	It is inappropriate to target services to: • children and families currently enrolled in the Michigan School Readiness Program. • expand current MSRP classroom programming, *Early On*, Head Start programming or any existing compensatory program. • families and children already targeted under existing Great Parents, Great Start ISD funding. It is inappropriate to duplicate, supplant or enrich existing community services (serving additional families may be appropriate). It is inappropriate to provide PIE services to parents prior to the child's birth or once the child is eligible for kindergarten. It is inappropriate to design services as only a six-week summer program.

Legislative Requirements	Appropriate Practices	Inappropriate Practices
		It is inappropriate to charge participants for any part of MSRP-PIE programming.
Home visits are required to be provided by parent educators trained in child development to help parents understand appropriate expectations for each stage of their child's development, to encourage learning opportunities, and to promote strong parent-child relationships. Note: This requires the primary focus of the visit to be on the parent as the learner and not the child.	Home visits are designed with the parent as the learner; assisting the parent with skills on how to be more effective as the child's first teacher. A research-based curriculum is implemented by a professional home visitor trained in child development (birth to five typical development) such as: • Parents As Teachers • Building Strong Families • Infant Mental Health Services • Nurse Home Visiting • Healthy Families America A balanced comprehensive curriculum that addresses all domains of development is implemented. A high dosage of home visits (6+) is targeted to the most needy families. Staff ensures that appropriate referrals are made and followed up on regarding family needs.	It is inappropriate to design home visits with the focus on the child as the learner. During the home visit, the parent(s) are not to be engaged in other activities or with a different child. It is inappropriate for home visits to occur without the parent present, which means they cannot occur with the child care provider replacing the parent. It is inappropriate to use PIE as a way to supplement the MSRP's parent involvement requirement. It is inappropriate to design home visits where the parent educator teaches the child preacademics, how to manipulate materials (tasks such as how to use scissors or glue) or to teach the child socio-emotional skills. It is inappropriate to focus on literacy as the only component, overwhelming other areas of development.

Group meetings of participating families are required.	Group meetings have a focus on goals and objectives related to legislation. Group meetings/playgroups are held at a time and place that is convenient for parents. Parent educators knowledgeable about child development from birth to five lead parent/child groups. Parent educators emphasize the role of parents in their children's development. Group meetings consist of topics that are of interest to parents, relevant, and relate to parents as their children's first teachers. Parents should partner with staff to determine the focus, activities and discussion topics for meetings. When children attend group meetings, their parents always accompany them. A research-based curriculum is used for parent meetings.	It is inappropriate to hold group meetings at the same time of day for every meeting. It is inappropriate to only hold group meetings at locations that may be intimidating for some parents (i.e., public schools). It is inappropriate to allow children to attend group meetings without parents. It is inappropriate for ISD or district staff to pre-determine the focus of group meetings. It is inappropriate for group meetings to simply have a play focus. It is inappropriate for funds to be expended on parent meetings with a focus on spiritual development. It is inappropriate for child care providers to substitute for parents at group meetings and playgroups.

	All meetings relate to parenting children birth to five, children's development, community resources for families, etc. .	It is inappropriate to provide activities that may be of interest to parents but don't relate to the parenting of children birth to five years, e.g., scrap booking, parents' night out to whatever the parent would like while child care is provided, or parent wellness activities.
Periodic developmental screening of the child's overall development, health, hearing, and vision are required.	Staff ensures that parents have opportunities throughout the year for their children to receive developmental screening, health screening, hearing screening and vision screening. Screening is planned collaboratively with the local health department/district to assure that three- and four-year-old children do not receive duplicate screening by both the school and health agency. Instruments chosen for screenings meet appropriate psychometric standards for validity, reliability and cultural fairness. Screening processes are explained to parents beforehand and familiar professionals convey results of the screenings.	It is inappropriate to offer screenings one time only and/or at one site during the program year. It is inappropriate to expend funds for the purchase of audiology or vision screening equipment. It is inappropriate to expend funds to provide vision and hearing screening for three- and four- year-old children enrolled in Head Start, MRSP, and child care centers, who are screened using other funding.

	Appropriate recommendations and referrals are made across developmental and health domains for child needs. All referrals are both followed up on and documented.	
A community resource network that provides referrals to other state, local, and private agencies as appropriate to assist parents in preparing their children for academic success and to foster the maintenance of stable families is required.	Staff collaborate with the Great Parent, Great Start Program run by the ISD to tap into the broader community resource network. Staff is knowledgeable about the community resource network to assist with referrals. Referrals occur in partnership with parents and assist parents in learning how to use the network to access services for their children and families. Referrals are made regarding parent/family needs and child needs, as appropriate, to prepare children for academic success and to foster the maintenance of stable families. Multiple strategies are available to access the community resource network.	It is inappropriate for districts/PSAs to: • rely on a list of district specific resources as the only tool to assist parents. • utilize web page development as the sole mechanism for resource and referrals. • operate in isolation of the greater community. It is inappropriate for referrals to include topics or resources such as, best deals to Disney World, car dealers with minivans to purchase.

Connection with quality preschool programs is required.	Programs provide a connection for all three- and four-year-old children, irrespective of income and risk factors. Programs identify the level of quality of preschool programs in their community, using the Early Childhood Standards of Quality for Prekindergarten and other resources such as: • Program Quality Assessment • Early Childhood Environmental Rating Scale • NAEYC accreditation Programs assist in raising the level of quality preschool programming in their community by: • identifying the programs that wish to raise their quality and offer a quality preschool component • providing accreditation support • providing training to program staff related to the elements needed to raise their quality • mentoring programs on quality improvement Programs help parents understand	It is inappropriate to use PIE money to fund: • training for staff in programs that already have funds dedicated to professional development and currently operate with standards of quality, such as MSRP or Head Start. • transition activities which other programs are already mandated to provide. • preschool slots. • classroom programs for children • alignment of preschool curriculum with kindergarten curriculum. • improvement of quality of care in community programs for birth-three years. It is inappropriate for programs to make connections only to income-based preschool programming, such as MSRP or Head Start.

	the components of quality early child education and care and how to assess whether programs meet those elements.	
The program must be a collaborative community effort that includes at least the intermediate school district or district, local multipurpose collaborative bodies, local health and welfare agencies, and private nonprofit agencies involved in programs and services for preschool children and their parents.	Grantees engage in collaboration with: • Parents • Community collaboratives • Community agencies/organizations (DHS, Public Health, Mental Health and Private and Public Non-Profit) • School districts and public school academies • The Great Parents, Great Start program at the ISD/RESA Collaborative forms or letters are included in administrative files. Services described in the community plan [provided by each agency] are confirmed in that agency's letter or form. A written plan for the delivery of the program components, including evidence of approval by the local early childhood collaborative body, is included in administrative files.	It is inappropriate for the program to be offered in isolation. Involvement must be more significant than the ISD or LEA simply serving as a referral source.